

**THE EFFECT OF THE USE OF ROLE PLAY STRATEGY
TOWARD SPEAKING ABILITY OF THE SECOND YEAR
STUDENTS OF STATE ISLAMIC SENIOR HIGH
SCHOOL (MAN) SELAT PANJANG OF
MERANTI REGENCY**



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PEKANBARU
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(S.Pd.)



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The thesis entitled “*The Effect of the Use of Role Play Strategy toward Speaking Ability of the Second Year Students of State Islamic Senior High School (MAN) Selat Panjang of Meranti Regency*”, is written by Nur laili NIM. 10614003403. It has been accepted and approved to be examined in the final examination by The Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau, to fulfill a requirement for getting Undergraduate Degree (S.Pd.) in English Education.

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The Writer

NURLAILI

ABSTRACT

Nurlaili (2011): “The Effect of the Use of Role Play Strategy toward Speaking Ability at the Second Year Islamic Students’ Senior High School Selat Panjang of Meranti Regency”.

The title of this research is “Role play is one of strategy in English learning process. This strategy can help the teacher in transferring idea easier and make the students more understand the material and practice directly. The subject of this research is the second year students of State Islamic senior high school and object of this research is the effect of the use of role play toward speaking ability.

There were three instruments used in this research. The first instrument was observation. The observation used to find the application of role play toward students’ speaking ability. The second was a test, used to identify the effect of the use of role play toward students’ speaking ability and the last instrument was a questioner which was used to find the factor that influence students’ speaking ability.

Two variables were operated in this research: variable X is the effect of the use of role play and variable Y is students’ speaking ability. To find out the difference students’ speaking ability between experiment and control class, the data were analyzed by using SPSS computer program with formula sample T-test.

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Based on the data analyzed, it could be concluded that students’ speaking ability of experimental group by using role play in teaching speaking at MAN Selat Panjang was categorized high (62.26%) and the control class was categorized into fair (52.16%). The result showed that the score at t-table at level of the 5% grade of significance 2.04, while in the level significance 1% 3.75. It could be read that (2.04<10.887>3.75). it means that null hypothesis (Ho) was rejected, while the alternative hypothesis (Ha) was accepted. The conclusion of teaching speaking by using role play method was obtained better result than those of without using role play. In other word, because of its significant conducting toward teaching English especially speaking, this could be alternative for the teaching. The second formulation was what factors influence students’ speaking ability at MAN Selat Panjang. Some factors had been found out that the influence of students’ speaking ability such as students seldom speak English either in or out of the classroom; and the students seldom practice English if they meet them friends it could be identified from the data 168. 28%. These dominant factors could obstruct students’ speaking ability.

ABSTRAK

Nurlaili (2011): “Pengaruh Strategy Bermain Peran dalam Meningkatkan Kemampuan Bicara Siswa Kelas Dua Madrasah Aliyah Negeri Selat Panjang, Kabupaten Meranti”.

Bermain peran adalah suatu strategi dalam proses belajar mengajar. strategi ini mempermudah guru mentransfer ilmu dan idenya pada murid dan membuat mereka lebih memahami materi dan mempraktekkan langsung .

Subject dari penelitian ini adalah siswa kelas 2 MAN Selat Panjang, Meranti, dan object dari penelitian ini adalah efek dari bermain peran dalam meningkatkan kemampuan bicara siswa. Ada tiga instrument penting yang digunakan untuk memperoleh data pada penelitian ini, yang pertama yaitu observasi. Observasi ini digunakan untuk mengetahui penerapan bermain peran dalam meningkatkan kemampuan bicara siswa. Yang kedua adalah tes, tes ini digunakan untuk mengidentifikasi efek dari bermain peran dalam maningkatkan kemampuan bicara siswa. Dan ketiga angket untuk mencari factor apa yang mempengaruhi bicara siswa.

Terdapat dua variable yang dioprasikan dalam penelitian ini: variable X, kelas experiment dan kelas control adalah variable Y, kemampuan dalam berbicara bahasa inggris. Untuk mengetahui adanya perbedaan kemampuan bicara siswa antara siswa kelas experiment dan siswa control, penganalisaan data dapat dianalisa dengan menggunakan program computer SPSS dengan rumus sample T-test.

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Berdasarkan analisa data, dapat disimpulkan bahwa kemampuan berbicara siswa pada kelas experiment dengan menerapkan bermain peran dalam mengajar speaking di MAN Selatpanjang, dikategorikan tinggi (62.26%), dan kelas control cukup (52.16%). Hasilnya menunjukkan t-table pada 5% tingkat significantnya adalah 2.04, sedangkan tingkat signifikan 1% adalah 3.75. hal ini dapat dibaca ($2.04 < 10.887 > 3.75$) ini berarti H_0 ditolak H_a diterima. Kesimpulanya bahwa pengajaran speaking dengan menggunakan metode bermain peran hasilnya lebih baik dari pada pengajaran tanpa metode bermain peran. Dengan kata lain, pengajaran bahasa inggris khususnya speaking dengan menggunakan metode ini, dapat dikatakan efektif. Adapun rumusan yang kedua yaitu factor apa yang mempengaruhi bicara siswa, ada beberapa factor yang mempengaruhi bicara siswa yaitu murid jarang berbicara bahasa inggris didalam dan diluar kelas dan siswa jarang berbicara bahasa inggris apabila mereka bertemu teman mereka, ini bisa dilihat dari data 168. 28% ini adalah factor yang mempegaruhi kemampuan bicara.

ملخص

نور ليلي (2011): تأثير التمثيل في تحسين مهارة التكلم لطلبة الصف الثاني بالمدرسة العالية الحكومية سيلات فانجانغ، ميرانتي.

موضوع هذه الرسالة العلمية "تأثير التمثيل في تحسين مهارة التكلم لطلبة الصف الثاني بالمدرسة العالية الحكومية سيلات فانجانغ، ميرانتي" إن التمثيل من الوسائل الدراسية. سهل بها المدرس في نقل المعلومات والآراء إلى الطلبة وجعلهم يفهمون مع ممارستها مباشرة.

الموضوع في هذا البحث طلاب الصف الثاني بالمدرسة العالية الحكومية سيلات فانجانغ، ميرانتي، والهدف من هذا البحث التأثير في التمثيل و تحسين المهارة في التكلم. استخدمت ثلاث أدوات ضرورية في هذا البحث، أولاها الملاحظة. استخدم الملاحظة لمعرفة تطبيق التمثيل في تحسين مهارة التكلم. ثانيها الاختبار، استخدم الاختبار لتعيين أثر التمثيل في تحسين مهارة الطلبة في التكلم. وثالثها الاستبيان للبحث عن العوامل التي تؤثر تكلم الطلاب. استخدم المتغيران في هذا البحث: هما المتغير X الصف التجريبي و الفصل السيطرة هو المتغير Y، مهارة التكلم في اللغة الإنجليزية. ثم لمعرفة وجود الفرق بين مهارة الطلاب في التكلم لطلاب الفصل التجريبي و السيطرة، تحليل البيانات باستخدام البرنامج س. ف. س. س. مع الرمز العينة ت- الاختبار.

$$T_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{N-1}\right)^2 + \left(\frac{SD_y}{N-1}\right)^2}}$$

استناد إلى تحليل البيانات، استنبط أن مهارة تكلم الطلاب في الفصل التجريبي بتطبيق التمثيل في تدريس التكلم بالمدرسة العالية الحكومية سيلات فانجانغ في الفئة العالية (62.26 في المائة)، والفصل السيطرة كفاية (52.16 في المائة). وتدل الحصول على أن ت- الجدول في 5 في المائة كان مستوى دلالاته 2.50، بينما مستوى الدلالة 1 في المائة 3.25، يمكن قرائته (3.25 < 10.887 > 2.50) فهذا بمعنى أن الفرضية الصفرية مرفوضة و الفرضية البديلة مقبولة، فيكون الاستنباط أن تدريس التكلم بتطبيق التمثيل كانت نتائجه أحسن من التدريس بدون استخدامها. بالإضافة إلى ذلك، فأن تدريس اللغة الإنجليزية في تدريس التكلم خصوصا باستخدام هذا الأسلوب يمكن أن يقال مؤثرا. ورموز المسألة الثاني العوامل التي تؤثر تكلم الطلاب في التكلم، توجهت بعض العوامل تكلم الطلاب نحو أن الطلاب نادر التكلم باللغة الإنجليزية داخل الفصل و خارجه و كانوا نادرين التكلم باللغة الإنجليزية مع زملائهم، وهذا منظور من البيانات 168.28 في المائة فهذا العامل الذي يؤثر مهارة التكلم.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Speaking is very important for us in learning a language because the purpose of someone in learning a language is to enable him or her to communicate the language. There are four language skills, namely; listening, speaking, reading, and writing”¹. One of those skills is speaking. According to Nunan said that speaking is the single most important aspect of learning a second of foreign language². Speaking is a key to communication.

A success of students in speaking is measured through the accuracy and fluency of their speaking ability. According to Harmer said that Speaking is using all the language at their command to perform some kinds of oral task³. The students should always practice in classroom or out the classroom activities. They can express their idea with other people by speaking.

By speaking to other, people are able to know what kinds of situation are in the world. People know that language is a habit. Language is not only taught and learns but it is also used as habit. Therefore, people must be able to speak English well because other people identify the English mastery with their English well.

¹ H. Douglas Brown ,*Teaching by Principles an Interactive Approach to Language Pedagogy*. (San Francisco. 1994), p. 217.

² David Nunan, *Language Teaching Methodology a Textbook for Teachers*. (New York. 1991), p. 39.

³ Jeremy Harmer. *The Practice of English Teaching*. (England. 1988), p.87.

The writer could draw conclusion that people who have ability in speaking would be better in receiving information. Considering the explanation above, English teachers had responsibility as they were demanded to have teaching method in order to solve the problem faced by the students in learning English, such as; they might have lack of vocabularies, feeling shy to speak English, being unconfident, being afraid of making mistakes, so that they tend to keep silent and even avoid to talk when being asked by the teacher. This situation lessens their willingness and their discourage to learn English.

In order to make the students possess good ability in speaking, the teacher should be qualified enough to choose and practice that technique. Even though learning English in the class is more effective, but learning out of the class also needed by students to improve their speaking ability. Kalayo said that Effective instructors teach students speaking strategy using minimal responses, recognizing scripts, and using language to talk about language⁴ that can help students expand their knowledge of the language and their confidence in using it.

The choosing of certain method used in class should be accommodated by the goal of teaching learning process based on the curriculum, as the right method will result the better achievement. Nowadays, curriculum used in most school is (*KTSP*) or School Level Based Curriculum in which the basic language skills are taught and trained intensively based on genres and functional speeches.

⁴ Kalayo Hasibuan, *Teaching English as a Foreign Language (TEFL) course* (Pekanbaru: 2007), p.104.

In English syllabus, speaking is one of skills that should be mastered by students, an example in speaking standard competence students should express the meaning in text of transactional conversation and interpersonal and continue (sustained) in context of everyday life. The students' basic competence has to express the meaning in text of transactional conversation and interpersonal and continue (sustained) by using manner of oral language in accurate figure, fluent and accept in everyday life context and entangle to action to says: to give opinion, asking for opinion, expressing to satisfy, and express to dissatisfy⁵. In this case, the student at the second year of Islamic senior high school have great role in doing these activities that they do

In learning process, teacher should have the capability of using some teaching techniques, in order to make students active and enjoy using it. Role play strategy activities are one of familiar techniques for practicing in the real world transaction, but students who have lack of self-confidence or have lower proficiency levels may find them intimidating at first.

Marianne said that Role play is one of the strategy suggested for developing communicative competence⁶. In this way, students pretend that they are in various social contexts and have a variety of social role. Haycraft said that acting in language learning is valuable because we are all, perhaps, actors when

⁵ Silabus Bahasa Inggris Kurikulum Satuan Tingkat Pendidikan (KTSP). Friday, April 03, 2009, 4:51:14 PM. (<http://aghofur.com/download/edu07.html>)

⁶ Marianne Celce, *Teaching English as a Second or Foreign Language* (Newbury house published 1978). p.96.

speaking another language, because it accustoms students to perform in front of other⁷. It makes students more active and builds students confident to speak in front of audience. Kalayo said that role-play strategy is very important at execution of approach in study of English language, this activity help the students to practice communication through different social and context.⁸

Role play strategy is one of way to help the students to develop strategies for solving personal and interpersonal problems. Based on Littlewood said that role play strategy can also encourage students to express their own imagination and individuality through the foreign language⁹. In this case, the students can express their ideas, think about their characters in role play strategy and can explore their personality to increase their sense of emotional.

English is one of compulsory subject at MAN Selat Panjang, the students learn English lesson twice a week that consists of four hours. Many students still have problems with four language skills that owned by students especially speaking ability. The way of teaching speaking to the second year students of senior high school is intended to give basic competence in communication in English among the students. But, the teacher's method of teaching seldom includes the students' participation in the teaching learning process or it is teacher centered,

⁷ John Haycraft, *an Introduction to English Language Teaching* (Singapore.1978). p.89.

⁸ Kalayo Hasibuan, et al., *Pontesia Jurnal Kependidikan Islam*. (Riau.2002), p. 166.

⁹ William Littlewood, *Communicative Language Teaching an Introduction* (New York: 1981), p. 62.

so that the teaching and learning process becomes boring and uninteresting as well as passive.

Some activities make students more active to improve their speaking ability that they do in English day on Tuesday and Friday. At the last semester, that school also usually makes a program that can improve the students' speaking ability such as: English singing, dramas, speech contest, debate etc, but only some of students that can improve their speaking ability, and other students their speaking ability are still low.

Based on the descriptions above, the writer is interested in applying role play strategy in teaching speaking subject. There are some reasons why the writer interested in applying in this strategy.

1. The students' speaking ability is low
2. Some of students do not have self-confidence to speak English,
3. Some of the students are shy to speak English during English class
4. Only few of the students are active to communicate in English
5. Some of the students do not devote their time to practice English

Based on the phenomena, the writer is interested in carrying out a research entitled: **“THE EFFECT OF THE USE OF ROLE PLAY STRATEGY TOWARD SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF STATE ISLAMIC SENIOR HIGH SCHOOL (MAN) SELAT PANJANG, MERANTI REGENCY.**

B. The Reason of Choosing the Title

- 1.It relates to the problem faced by students and it needs to find out the solution.
- 2.Speaking is the most important skill.
- 3.This research is relevant to the writer's status as a student of Department English Education.
- 4.As far as the writer knows, this title has never been researched before.

C. The Problem

1. The Identification of the Problem

Based on the background of the problems and indications, to make this problem clear the writer will identify the problems as follow:

1. Why do most of students have difficulties in speaking?
2. What are the causes of the students to have less confidence to speak English?
3. Why are the students shy to speak English during the class?
4. Why are only few of students active to communicate in English?
5. Do some of the students devote their time to practice English?

2.The Limitation of the Problem

Based on the identification of the problem above, the writer would limit the problem of the research on how the effect of the use of role play strategy toward speaking ability at the second year students of MAN Selat Panjang.

3. The Formulation of the Problem

The problems in this research can formulate as follows:

1. How is the effect of the use of role play strategy toward students speaking ability at MAN Selat Panjang?
2. What are the factors that influence students' speaking ability at the second year of MAN Selat Panjang?

D. The Objectives and the Significance of the Problem

1. The General Objectives of the Research

The general objectives of this study are:

- a. To find out the significant effect of the use of role play strategy toward students' speaking ability at the second year of MAN Selat Panjang?
- b. To identify the factors that influence role play strategy of students' speaking ability at the second year of MAN Selat Panjang?

2. The Significance of the Problem

The writer hopes to contribute useful information for:

- a. The writer knows the ability of the second year students of MAN Selat Panjang through speaking ability.
- b. Showing how is interesting to learn through a role play strategy.
- c. The English teachers make the students' interest in speaking by role play strategy.

E. The Definition of the Term

The topic of this research is the effect of the use of role play strategy toward speaking ability of the second year students of State Islamic senior high school Selat Panjang, it is necessary to define some terms used in this research:

a. The Effect

According to hornby said that Effect is producing the intended result¹⁰. In this research, effectiveness refers to the teacher's effort in teaching effectively.

b. Role play

Role play strategy is a classroom activities in which students take the roles of different participants in a situation and act out might typically happen in that situation¹¹. In this study, roles play strategy to practice how to express complaints and apologies in a foreign language, students might have to role play the situation.

c. Speaking

According to Manser, speaking is saying things or talking¹². In this research, it means that the students should talk English.

¹⁰ Martin H Manser, *Oxford Learner's Pocket Dictionary* (New York:1996), p. 134.

¹¹ Jack Richard, C et.al Longman *Dictionary of Language Teaching and Applied Linguistic*. (Malaysia: 1992), p. 318.

¹² Martin H Manser ,Op Cit. p. 398.

d. Ability

According to Manser, Ability is the capacity or the power to do something physical or mental¹³. In this study, the ability is the students' power and skill to speak English language among role play strategy.

¹³ *Ibid.* p.1.

CHAPTER II

LITERATURE REVIEW

A. The Speaking Ability

The mastery of the art of speaking is an important aspect in learning a foreign language. The students' success is as measure in terms of the ability to carry out a conversation in the language. Speaking is one of the English skills. It is important thing if someone would like to master the language. It is one of the skills beside listening, reading, and writing. Littlewood said that, speaking can perform to develop communicative ability:

1. It opens up a rich stimulus for communicative interaction, namely the varied experiences, interest, and opinions of the learners.
2. It thus provides a context for a wide range of communicative function and domain of meaning learners that must practice the skills required for managing longer session of social interaction such as introducing a new topic, turn-taking or sustaining the conversation through difficult process.
3. It provides learners with opportunities to express their own personality and experience in using the language as means of handling their own social relationship¹

¹ William Littlewood, Op Cit. p. 47.

In the implementation of role play strategy, the students are optimally expected to be able to improve their ability in speaking. They, of course need the importance of supporting guidance, concerning to the improvement of their speaking ability.

a. The components of speaking

Kalayo stated that speaking involves three areas of knowledge:

1) Mechanics

In this case, mechanics are divided into three categories: pronunciation, grammar, and vocabulary. The speaker should use the right words in the right order with the right pronunciation.

2) Functions

Function involves of transaction and interaction in speaking. The speaker should know when the clarity of message is important and when it is not needed.

3) Social and cultural rules and norms

Knowing about who is speaking to whom, in what environment or circumstances, about what the people speak, and for what reason.²

Dealing with the statement above, there are some components of speaking according to Haris (as quated by Zumri) that should be known:

1. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pause, false stars, word searches, etc. Adopted to the position taken by Hammerly. “Although the

² Kalayo hasibuan, Op Cit. p.101.

word ‘fluency’ has long been used in everyday speech to mean speaking rapidly and well, in our field it has largely come to mean speaking rapidly and smoothly but not necessarily grammatically”. In Longman Dictionary, fluency is the feature that gives speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjections and interruptions³.

2. Grammar or structure is important in speaking. Communication in speaking will be understood by the listener if the speaker conveys about they said in order to make the listeners understand about the meaning from the speaker. As stated by Zumri who states that grammar must use and teach particularly at school since it has three major objectives, such as:
 - a. Making the students understand the grammar
 - b. Getting the students to comprehend and to provide the answers of any grammatical problem in learning English
 - c. Having the students practice the grammar and their daily life⁴
- 3 Vocabulary means the students need to have plenty of vocabularies, since repeating words happen because the learner does not know substitution words. Vocabulary is normal study in dialogue or conversation.

³ Jack Richard, C et.al, Op. Cit. p. 141.

⁴ Zumri, “*The Contribution of Problem Solving Activity Applied by Students Toward Their Speaking Ability*” (of the Second Semester Students of English Education Department of Education and Teachers Training Faculty Uin Suska Riau. 2006), p. 17

- 4 Correctly of pronunciation and intonation in conversing to be meant so that the listeners are easier to hear and understand where of imprinted by the speakers. The important part of learning the spoken language is in the learning and teaching pronunciation in speaking. All words are mad up of sounds and speakers of language need to know these sounds. Therefore, they will understand what is said to them and be understood in their turn.
5. Comprehension means since speaking is an activity of producing word only, in which there is a process of exchanging ideas between a speaker and listener. It is important to have comprehension as the next components of speaking.

b. The purpose of speaking

It is beneficial to understand that purpose of the speaking it self. The purposes are stated as follows:

1. To expect students to have a language function skill to make themselves understand.
2. To enable students to convey meaning.
3. To make the students able to express themselves orally.
4. To motivate students in order to be able to communicate orally with native speaker.
5. To motivate students in order to use English properly.

c. The Testing of Speaking

To know the success of the students' speaking ability, there are two kinds of assessments to measure it, as explained by Ellis, G Sinclair. B (as equated by sanusi you can assess your speaking, firstly, you are going to focus on accuracy and your fluency or both.⁵

Focusing on accuracy:

- a. Vocabulary
- b. Grammar
- c. Style
- d. Pronunciation of sound
- e. Stress
- f. Intonation

Focusing on fluency:

In this case, it is not concern with assessing the correctness of specific points, but with the general effect of spoken English.

- a. Meaning
- b. Spontaneity

According to Haris in Zumri to measure the component of speaking theoretically, there are typical scales that each component has a set of qualities

⁵ Sanusi, "*The Effectiveness Of Using Improvisation Technique In Improving The First Year Students' Speaking Ability*" (at Department of English Education Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau, Pekanbaru, 2008). P. 16.

(level) to be rated and a series of possible rating⁶. Here is a sequence of the speaking rates:

1. Pronunciation

TABLE II.1
Pronunciation

Score	Requirement
5	Have views traces of foreign language
4	Always intelligible, through one is conscious of definite
3	Accent problems necessitate concentrated listening and occasionally lead to misunderstanding
2	Very hard to understand because of pronunciation problem, Must frequently be asked to repeat
1	Pronunciation problems so several as to make speech virtually unintelligible

2. Grammar

TABLE II.2
Grammar

Score	Requirement
5	Make s few (if any) noticeable errors of grammar or word order
4	Occasionally makes grammatical and/ or word-order, which occasionally obscure meaning.
3	Makes frequently errors of grammar and word-order, which occasionally obscure meaning.
2	Grammar and word order errors make comprehension difficult. Must often rephrase sentence and/or restrict him to basic pattern.
1	Error in grammar and word-order so serve as to make speech virtually unintelligible.

3. Fluency

⁶ Ibid, p. 17

TABLE II.3**Fluency**

Score	Requirement
5	Speech as fluency and effortless as that native speaker.
4	Speed of speech seems to be slightly affected by language problem
3	Speed and fluency as rather strongly affected by language problem
2	Usually hesitant often into silence by language limitation
1	Speech is also halting and fragmentary as to make conversation virtually impossible.

4.Vocabulary**TABLE II.4****Vocabulary**

Score	Requirement
5	Use of vocabulary and idiom virtually that of a native speaker
4	Sometimes uses inappropriate term and/or must rephrase ideas because of lexical inadequacies.
3	Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary
2	Misuse use of word and very limited vocabulary make comprehension quite difficult
1	Vocabulary limitations as extreme as to make conversation virtually impossible

5.Comprehension**TABLE II.5****Comprehension**

Score	Requirement
5	Appear to understand every without difficulty
4	Understanding nearly everything at normal speed although occasionally repetition may be necessary
3	Understanding most of what said at slower than normal speech with repetitions.
2	Has great difficulty following what said. Can comprehend only social conversation, spoken slowly and with frequently repetition
1	Can not be said to be understood even simple conversation English

TABLE.II.6
Category and Score of Speaking

Category	Score
5	17-20
4	13-16
3	9-12
2	5-8
1	1-4

To collect the data, the writer uses role play. The speaking results evaluate by concerning five components and each component has score or level. Each component has 20, the highest score and the total of all the components are 100. The specification of the test can be seen in the table below:

TABLE II.7
THE SPECIFICATION OF THE TEST

No	Speaking components	The score
1	Pronunciation	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
Total		100

B. The Theory of Role Play Strategy

Role playing is a teaching strategy that fits within the social family of models⁷. These strategies emphasize the social nature of learning, and see cooperative behavior as stimulating students both socially and intellectually. Role-playing as a teaching strategy offers several advantages for both teacher and student. First, students' interest in the topic is raised. Secondly, there is an increase of involvement on the part of the students in a role playing lesson. The students are not passive recipients of the instructor's knowledge.

According to Brierley, Devonshire and Hillman (as equated by Kanokwan Manorom and Zoe Pollock), the role play strategy develops *functioning knowledge*: “a combination of propositional knowledge (knowing about the academic knowledge base), procedural knowledge (knowing how – having the skills) and conditional knowledge (knowing the circumstances in which to use the skills)⁸.” The role play strategy creates a stimulating environment that simulates reality enabling students to intensify their understanding of the situation or event being reenacted. Students gain a deeper insight into key concepts by enacting issues discussed in the classroom. They also develop practical skills for professional practice.

⁷ Lori Jarvis, *Role-Playing as a Teaching Strategy*, (strategies for Application and Presentation Staff Development:2002), p. 1.

⁸ Brierley, Gary; Devonshire, Liz and Hillman, Mick; “*Learning to Participate: Responding to Changes in Australian Land and Water Management Policy and Practice*”, *Journal of Environmental Education*, vol. 18, (Australian.2002). p.7. As equated by Kanokwan Manorom and Zoe Pollock, *Role Play as a Teaching Method: A Practical Guide*. (The Mekong Sub-region Social Research Centre, Faculty of Liberal Arts, Ubon Ratchathani University:2006), p. 01.

In role play strategy the student is representing and experiencing a character known in everyday life. The use of role play strategy emphasizes personal concerns, problems, behavior, and active participation. It improves interpersonal skills, improves communication skills and enhances communication.

Lee, w (as equated by Riwindiasih) points out that role playing is an aspect of simulation. A whole situation is simulating in the classroom and the participants adopt roles that belong to it. The students in general like any sorts of play acting, particularly if it means dressing up as the characters of a story⁹. However, they also like dramatizations of what they take to be “real life” such as between, teacher and students, although what they say may not much resemble what is said in such situation by adult.

In role play strategy, there are two important aspects that are shown in acting:

2. Presenting, the orientation is still process, for the product it self is an element of the process; a necessary learning step before performance.
3. Performance, the orientation is to the product and the focus for the students and the teacher is the satisfaction of the audience.

When presentation or performance, the students must be able to convey subtleties of nuance and gesture to read, use and work with energy of the audience and to maintain a high degree them selves. Along with communicating the inner life

⁹ Lee, W.R. *language teaching game and contest* 2nd ed. Oxford university press.1994), p.147. As equated by Susi Riwindiasih, “*collaborative Learning Model In Teaching Speaking Using Role Play*” Based on the School Level Based Curriculum (Sragen.2009), p.18.

of the character and the meaning and implications within the play, it self the role player is working in all these categories:

1. Being themselves in an imagined situation.
2. Seeing with the special eyes of the character.
3. Expressing the attitudes and points of view of the character.
4. Representing that character to the audience.
5. Monitoring the whole of the performance, themselves included so that, it is clear.

The use of role play strategy is one of the technique simulation of language of the character that imitate of the real happens. The students' language should contribute this way to exercise the students' language that appropriate the role their play in characters. The story and the characters should be familiar and then discusses from the viewpoint of what the characters do and say in it or what they can do and say as much as possible should be left open for the learners' suggestions. Part of the action can try out with the whole class and then give other groups or teams opportunity what they can do among themselves.

a. How to Teach by Using Role Play Strategy

According to Djamarah there is some planning in preparation to teach role play strategy to the students. The following describes a planning of role play strategy:

1. The teacher should specification the social problem that interesting for student to be studied.

2. Explain to the students what content is about
3. Specifying the student which can or which have the kindness to play its role in front of class.
4. Explain to audience concerning their role when role play strategy is going on.
5. Give change to the player to discuss a few minute before them play its role
6. Close the role play when the story situations reach stress.
7. Close the role play strategy with class discussion together to solve the problems that happen in the drama.
8. The teacher evaluate and give score the result of role play strategy.¹⁰

b. The Use of Role Play Strategy in Improving the Students' Speaking Ability

According to Bruder there are five categories for developing communicative competence: social formulas and dialogues, community-oriented tasks, problem-solving activities, and role play¹¹.

According to Jarvis There are many advantages of using role play strategy based on Jarvis first; student interest in the topic is raised, secondly, there is increased involvement on the part of the students in a role playing lesson. In role-playing the student is representing and experiencing a character known in everyday life¹². The use of role-playing emphasizes personal concerns, problems, behavior,

¹⁰ Syaiful bahri djamarah, *Strategi Belajar Mengajar*, (rev. ed.; Jakarta, 1995), p.89.

¹¹ Marry Newton, *Teaching English as a Second Language: Techniques and Procedures*, (Amerika. 1976). p.58.

¹² Lory Jarvis, Loc. Cit, p.01

and active participation. It improves interpersonal skills, improves communication and enhances communication.

Supporting by Harbour taken in internet also says that Role play strategy, exercises and activities help build teams, develop employee motivation, improve communications and are fun - for corporate organizations, groups of all sorts, and even children's development¹³ (www.aimass.com)

From some advantages above, the writer can influence those advantages into speaking that are by using role play strategy activities.

1. Using role play strategy is a hidden practice where as the students are not aware in using expression in learning English.
2. Using role play strategy includes some students
3. Using role play strategy is able to give them a happiness activity because it is a game. By playing a game in their English learning it can caused they enjoyable in their learning.

Role play is the important strategy for assessing oral production. Through role play, the teacher can discover how students are thinking and using the target language.

c. The Factor That Influence Speaking Ability

Some factors influence speaking ability. One of them is lacking of practice. This dominant factor can obstruct speaking ability. If the students are lack of practice on their speaking, they will not be able to speak English well although they

¹³ Edward Harbour, *Role playing games and activities rules and tips* (www.aimass.com), p.5.

have good technique and good teacher, furthermore, lack of self – confidence can also obstruct speaking ability.

The influential factors of students' speaking ability may not be separated with the influential factors learning, Slameto said that the factor in students learning are as follow:

1. Internal Factor

These factors are from the students themselves, in which it consists of health, psychological aspect such as intelligence, attention, inters aptitude, motive, and readiness.

2. External Factor

The first factors are from family such as; atmosphere of house, parents understanding. And the second factors are school, such as: the strategy of learning, curriculum, relation between student and teacher, school discipline, media and equipment. The last factor is society, such as: friends, mass media, and the student's activity in society¹⁴

The indicators to be operated that describe in operational concept.

Are as follow (variable X):

1. Express the idea.
2. Using appropriate vocabulary.
3. Grammatically correct.

¹⁴ Slameto, *Belajar Dan Factor-Faktor Yang Mempengaruhinya*, (Jakarta. 2010), p.54.

4. Correct pronunciation.
5. Using the correct pronunciation.

(Variable Y):

1. The students ask the English teacher if they do not understand.
2. The students use English with their friend in the classroom.
3. The students learn speaking seriously.
4. The students are active in learning English.
5. The students pay much attention to the teacher.

d. The Procedure of Using Role Play Strategy Both of Two Classes

To carry out of learning speaking by using role play strategy and without using role play strategy, the procedures are as follows:

1. Procedure for experiment class and control class on pre-test
 - a. The teacher comes into the class and immediately begins speaking about the lesson in the class.
 - b. The teacher gives pre-test to the students that provide to access the respondents' ability of speaking subject.
 - c. The teacher writes and give the form to give the students' scores of pre- test.
 - d. The teacher prepares the material to the students
 - e. The teacher gives the time to discuss in groups
 - f. The students do their speaking test

- g. The English teacher gives item score based on their performance about five components of speaking. They are pronunciation, fluency, vocabulary, grammar, and comprehension.
- h. The English teacher gives the judgments of students' performance or responds about their speaking.

2 Treatment procedure for experimental class implemented by English teacher:

- a. Treatment 1: The teacher gives a material about the foundation of role play strategy to the students. After the explanation, then the students discuss the material about the material that they do not understand.
- b. Treatment 2: This treatment is continued from the treatment 1 that the teacher gives the material about the indicators of role play strategy.
- c. Treatment 3: The teacher gives a situation to the students that consist of five groups. Every group chooses one situation to performance they role play action. the teacher gives some samples of the dialogues that they use in doing role play strategy, then the student in group doing the activity based on the characters that the role play script, after doing the performance, the teacher discusses about their role play action.
- d. Treatment 4: the teacher gives the student the same situation about the picture that they should do in their groups. The teacher also gives some sample of dialogues that they use in doing role play strategy.

After doing the performance, the teacher discusses their role play action.

- e. Treatment 5: the teacher gives the students the free situation in one topic that they should do in their group. After their performance, the teacher discusses their role play action.
- f. Treatment 6: In this treatment, the teacher gives them one situation to each group that they make dialogue in their group, then they perform the role play strategy based on situation, After their performance, the teacher discusses their role play action.
- g. Treatment 7: In this treatment, the teacher gives them one situation to each group that they make dialogue in their group then they perform the role play strategy based on situation, After their performance, the teacher discusses their role play action.
- h. Treatment 8: the teacher gives them an evaluation of their performance during the first role play into the last performance. Then, the teacher and the students discuss about the material that they do not understand yet until they are able to master it.

3. Post-test procedures for experiment class and control class:

- a. The writer and the teacher come into the class and immediately begin speaking about the material
- b. The teacher gives the post test to the students that provide to access the respondents' ability of speaking subject.

- c. The teacher also gives the form to the English teacher and gives the students' post test scores.
- d. The teacher prepares the material to the students about the situation.
- e. The teacher gives the time to discuss in their group
- f. The students do their speaking
- g. The English teacher gives them score based on their performance about five components of speaking that are pronunciation, fluency, vocabulary, grammar, and comprehension
- h. The English teacher gives the judgments of their performance or responds about their speaking.

C. Relevant Research

As a matter of fact, there are some preliminary researchers dealing with analysis of the students' ability in speaking as follow:

The first title is "The Student's Speaking Ability at the Islamic Senior High School Diniyah Putri Pekanbaru. Noni said that the speaking ability in four aspects (vocabulary, pronunciation, fluency, and grammar) at Islamic Senior High School Diniyah Putri Pekanbaru, and it is categorized at the enough level¹⁵. Their surrounding causes those problems and the main factors have influenced the result. They have less effort to practice it in the class and at home.

¹⁵ Noni, "*The Student's Speaking Ability*" (at the Islamic Senior High School Diniyah Putri ,Pekanbaru.2004).

The second title is “the effectiveness of using picture to encourage the students’ interaction in speaking at the second year of MTS Lipat Kain Kampar Kiri that is written by Abd. Musnil Amin ¹⁶. Based on his research says that the effectiveness of using pictures to encourage the students’ interaction in speaking that is classified into less classification. This can be seen from the percentage obtained that is 54, 37%.

D. The Operational Concept

Operational concept is used to give an explanation about theoretical framework to avoid misunderstanding about research. In this research, there are two variables: they are (1) the effect of the use of role play strategy as X variable and (2) students’ speaking ability as Y variable. Because this research is quasi experiment research, the writer divides the classes into two classes, the experiment and control classes. The data will be taken by using the test and questioners. Because this research is quasi experiment research, the material of the test is of course the same. Yet, experiment group is treated by particular treatment.

Furthermore, in this research, the teacher teaches the students in both of classes with different technique. Below is an explanation of treatment or steps use by writer to experiment group.

Teaching procedures of role play strategy in speaking:

1. The teacher should specification the social problem that interesting for student to be studied.

¹⁶ Abd. Musnil Amin ,”*The Effectiveness of Using Picture to Encourage the Students’ Interaction in Speaking*” (at the second year of MTS Lipat Kain Kampar Kiri, pekanbaru, 2006)

2. Explain to the students what content is about
3. Specifying the student which can or which have the kindness to play its role in front of class.
4. Explain to audience concerning their role when role play is going on.
5. Give change to the player to discuss a few minute before them play its role
6. Close the role play when the story situations reach stress.
7. Close the role play with class discussion together to solve the problems that happen in the drama.
8. The teacher evaluates and gives score the result of role play action.¹⁷

The indicators of speaking ability

- 1) The students are able to speak English with a good pronunciation.
- 2) The students are able to speak English with appropriate vocabularies.
- 3) The students are able to speak English with grammatical correct.
- 4) The students are able to speak English fluently.
- 5) The students are able to speak English with a good comprehension.

E. The Assumption and Hypothesis

1. The Assumptions

Before starting hypothesis as temporary answer of the problem discussed, the write would like to present some assumption in the reference to the research problem:

¹⁷ Syaiful bahri djarah, Op. Cit, p. 89.

- 1) The second year students of MAN Selat Panjang have different ability in speaking.
- 2) The activities in Role play strategy can improve students' ability in speaking.
- 3) The students will able to speak English with a good pronunciation, appropriate vocabularies, grammatical correct, a good comprehension, and speak fluently.
- 4) The students will be interested in speaking English.

2. Hypotheses of this Research are:

- a. (Ho) There is no significant effect of the use of role play strategy toward the second year students' speaking ability.
- b. (Ha) There is significant effect of the use of role play strategy toward the second year students' speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

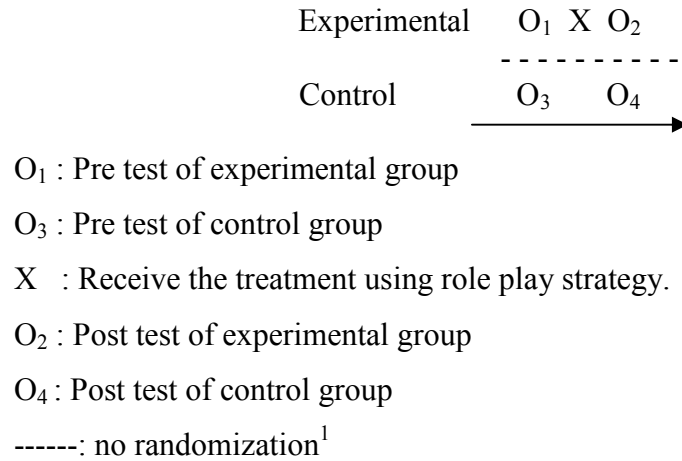
A. The Research Design

The kind of this research is a quasi-experimental research non-equivalent control group design. There are two variables in this research, there are role play strategy independent variable symbolized by X and students' speaking ability as dependent variable symbolized by Y.

In this research, the writer uses two classes as samples that one is called experimental class administered by using role play strategy and another is the control class that is administered without using role play strategy. However, the material will give and purposes of the research to each class are the same.

There are two kinds of tests that gave in this research they are; pre-test and post-test. Pre-test was given before the treatment that aims at finding out the homogeneity of the two classes, after the pre-test was give to all of the samples. English teacher taught the experiment class by role play strategy, while the control class was taught without using role play strategy. In the process of teaching and learning by using that treatment, the researcher also observed the experiment class in order find the data about students' role play action. After eight meetings, both control class and experiment class were given post-test in order to find out the effect of the use of role play strategy toward students speaking ability.

According to Cohen the type of this research can be design as follows:



B. Location and Time of the Research

The location of this research is at the second year of senior high school of MAN Selat Panjang. The research was conducted from July until September 2010

C. The Subject and the Object of the Research

The subject or the sources of this research were the second year students of senior high school Selat Panjang.

The object of this research is the effect of the use of role play strategy toward the students' speaking ability. The aspects that will be investigated are as follows:

1. The aspect of speaking-vocabulary, pronunciation & accuracy, grammar fluency and comprehension.
2. The students speaking ability by using role play strategy.

¹ Cohen L et al. *Research Method in Education Sixth Edition*. Routledge. (London and New York. 2007). p.283

D. The Population and the Sample of the Study

The population of this research includes the second year students of MAN Selat Panjang in academic year 2009/2010 as samples of the research. The researcher chooses them as the sample of this research based on the following consideration:

- a. The second year students of MAN Selat Panjang have learned English lesson especially speaking
- b. The second year students of MAN Selat Panjang use School Level Based Curriculum (KTSP), so most of their tasks emphasize in increasing oral communication.

The population of this research was 88 students consist of three classes at second year MAN Selat Panjang, because of the large population, it is necessary to have samples, for this research the writer took two classes for samples. For this purpose the writer used cluster sampling and finally taken 30 students XI IPA 1 whom become sample of this role play technique and 30 students for XI IPA 2 become sample of control class. So the total sample of this research is 60 respondents of 88 students. The specification of the population can be seeing on the table bellow:

Table III.2. The population of the Second Year Students of MAN Selat Panjang

No	Classes	Population		Total
		Male	Female	
1	II IPA 1	15	19	30
2	II IPA 2	12	23	30
3	II IPS	12	16	28
4	TOTAL			88

E. The Instrument of the Data Collection

To obtain data from the samples of this research, the writer will use a technique, as follows:

1. Classroom Observation

Commonly, classroom observation is the way to organize and control the students' behavior, movement, and interaction do by the teacher during teaching and learning process. Pertaining the statement above Richard, C. J states that classroom observation includes procedures for grouping students for different types of classroom activities². The writer directly observes the process of teaching and learning in the classroom.

2. Test

The test is going to be used for measuring the students' speaking ability of the use of role play strategy. The test will divide into two ways: pre-test and post-test in which the pre-test giving before treatment and pos-test is given after doing treatment. In collecting the data, the researcher uses a tape recorder to record the students' voice. According to Haris in speaking test should consist of five components to be rated, namely; grammar, Vocabulary, fluency, and comprehension.³

3. Questioners

Questioner was used to find out the factor that influence students' speaking ability. Here writer took 60 students of class II (experiment and

² Richard, C. J, Op. Cit. p. 52.

³ zumri, Op.cit. p.17.

control class) in collecting the questioner data, the writer asked some questions to the students by using a paper.

F. The Technique of the Data Analysis

To analyze the data, the writer establishes some categories to classify the result of the test as main instruments of this research, adopted from Hartono, the score range is as follows⁴:

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

t_0 : The value of T-obtained

M_x : Mean score of experimental sample

M_y : Mean score of control class

SD_x : Standard deviation of control class

SD_y : Standard deviation of control class

N : Number of student

The T-table is employed to see whether there is significant difference between mean score in both experimental and control groups. The obtained value is consulted with the value of T- table at the freedom $(df) = (N1 + N2) - 2$

Where:

Df = The degree of freedom

⁴ Hartono. *Statistkc untuk Penelitian*. (Pekanbaru. 2004), p. 191.

N1= The number of students in experiment class

N2= The number of students in control class

Statistically hypothesis:

Ho= $t_o < t_{table}$

Ha= $t_o > t_{table}$

Criteria of hypothesis:

1. Ho is accepted if $t_o < t_{table}$ it can be said that there is no significant effect of using role play strategy toward students speaking ability.
2. Ha is accepted if $t_o > t_{table}$ or it can be said that there is significant effect of using role play strategy toward students speaking ability.

1. Looking for the mean of variable X and Y

1. The mean of variable X

$$M_x = \frac{\sum X}{N}$$

2. the mean of variable Y

$$M_y = \frac{\sum Y}{N}$$

2. Looking for standard deviation of variable X and Y

1. Standard deviation of variable X

$$SD_x = \frac{\sum x^2}{N}$$

2. Standard deviation of variable Y

$$SDy = \frac{\sum y}{N}$$

3. The Validities and Reliability of the Test

1. Validity

Every test, whether it is a short, informal classroom test or a public examination should be as valid as the test constructor can make it, the test must aim to provide a true measure of the particular skill that it intended to measure. According to Donna a high level of validity is a goal to strive. It means the test is valid or not if the test has been tested and it can be measured⁵. According to Heaton the validity of a test is the extent to which it measures what it is supposed to measure and nothing else⁶.

2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. According to Heaton explain that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test. There are some factors affecting the reliability of a test, they are:

- The extent of the sample of material selected for testing

⁵ Johnson M. Donna *Approaches to Research in Second Language Learning* (London and New York. 1992), p. 53.

⁶ Heaton, J.B. *Writing English Language Test*. (New York. 1988). p. 159

- The administration of the test, clearly this is an important factor in deciding reliability, especially in tests of oral production and listening⁷.

To obtain the reliability of the test, it must know first the mean and standard deviation of the test. The reliability of the whole test will be analyze by using following formula:

$$r_{ii} = \frac{N}{N-1} \left(1 - \frac{m(N-m)}{NX^2} \right)$$

Rii : Reliability

N : The number of items in the test

M : The mean score of the test

X : The standard deviation of the test

The reliability coefficients for good classroom achievement test are expected to exceed 0, 0 and closed 1,00. He states that the reliability of the test is considered as follows:

0.00-0.20	reliability is low
0.21-0.4	reliability is sufficient
0.4-0.6	reliability is high
>.6	reliability is very high

And the last formula for questioner and the writer uses the formula from

Sudijono's book as follow:

$P = \frac{F}{N} \times 100\%$

Note:

P: The percentage

F: The frequency

N: The number of respondent⁸

⁷ Ibid, p. 162

⁸ Anas sudijono, *pengantar statistic pendidikan*. (Jakarta. 2009). P. 43.

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. The presentation of the Data

a. The Data of Classroom Observation

Besides the test, the writer also observed the effect of the use of Role play strategy toward students speaking ability. The kinds of observation in this research only describe the condition of classroom participant itself. The observation was conducted by the teacher and the writer. The writer did eight observations to experiment class about the effect of the use of role play toward speaking ability at the second year students of MAN Selatpanjang. The data can be seen as follows:

The Observation of English teachers at MAN Selat Panjang

From the first to the last observation, I observed the researcher had done Role play strategy steps or procedures rightfully. She was a good partner in teaching and learning process. She had good preparation in every meeting because; the researcher had to combine his teaching form within teaching English procedure at MAN Selatpanajng. The researcher also done formative test in every meeting. Based on my observed, the researcher had done Role play procedures in teaching and learning process. See Appendix C

The Observation Form of Experimental Group at MAN Selat Panjang

From the first observation, there were good cooperation with the staff, teachers, and students. They had good learning facilities in the classroom. From the second observation, the students were very enthusiastic to begin study English. From the third observation, I saw students had good preparation to start study, and they were honor person. From the fourth observation, I saw they were very enjoying in learning by using Role play strategy and communicative.

From the fifth observation, students had focused in learning process. Automatically they had good result in test. From the sixth, students involved in teaching and learning process, and more active than before, and the English teachers was very communicative as a controller in the classroom. From the seventh observation, I saw they had good achievement than before based on their test result, and I did treatment to go the post-test. From the observations done above, it can be conclude that in classroom observation researcher, teachers, and students had done good cooperation in teaching and learning process. It could be seen from the teachers as a controller in the classroom as long the researcher done the research. See Appendix C

From the data observation recapitulation, it can be concluded that the result of observation of role play in the classroom indicated the number of the answer “Yes”⁵² and for the answer “No” is 12. The following of percentage of the result of the observation “Yes” = $52: 60 \times 100\% = 86, 66\%$ and the answer “No” = $12: 60 \times 100\% = 20, 00\%$. See Appendix G

The table above also showed that there were some highest aspects implemented by the teacher. They were as follow:

1. The teacher came into the class.
2. The teacher began speaking in the target language.
3. The teacher arranged the students into groups.
4. The teacher asked students to performance their role play in front of the class about the topic with short talk, in-group

While, the table indicator showed that there were implemented by the teacher.

They are as follows:

1. The teacher evaluated the students speaking ability that consisted of grammar, fluency, pronunciation, and vocabulary.
2. The teacher asked the students to do conversation to talk each other about the topic.
3. The teacher controlled the students when the role play is start.

And the last, the table indicators that there were aspects that were not implemented by the teacher as the following:

1. The teacher gave a comment to the students when they had succeeded to doing their role play.

B. The Data from the Test

In order to find whether or not there was a significant difference toward students speaking ability of the two classes, the writer calculated data taken from the scores of the students' final test. The data were analyzed by using statistical analysis technique in order to identify the average score of both experimental and control

class. The difference of means was analyzed by using Paired sample T-test in SPSS. Instead, this research used pre-test and post-test.

Where, the observe value was the mean of the differences. The expected value was $\mu d = 0$. The standard error of the difference was the standard deviation of the difference, divided by the square root of the sample size. Both populations must be normally or approximately normally distribute¹.

This research was to obtain the effect of role play strategy toward speaking ability of the second year students' at MAN Selat Panjang. The data of this research were the scores of students' post-test. The writer gave pre-test to all of the population to determine two classes as the samples. It was found out that class XI IPA1 as the experimental group and XI IPA 2 as the control group.

The total of test for both classes was significantly different. The data of this research were gotten from the scores of the students' pre-test and post-test. The data were collected through the following procedures:

- a. The students (experiment class and control class) were asked to express their ideas in the form of role play for fifteen minutes as the longest time
- b. The teacher evaluated from the test based on the performance of students role play.

¹ G. Bluman, A. *Elementary Statistics*. (United States Library of Congress. 2004). P. 466.

- c. Students' speaking ability was recorded by sound recorder.
- d. Score of students' speaking ability was determined by the raters; the first rater was Mr. Yasir Amri, M.Pd and the second rater was Mrs. Kurnia Budiyaniti, M.Pd. See appendix H, Each score was gotten from the score given by the first rater and the second rater. The total scores were divided into two. For example: Student 1: the rater 1 gave score 48 and rater 2 gave 44. The total is $92:2=46$. So the score of student 1 is 46.

There were two data of students' speaking ability served by the writer. They were: the data of students speaking ability taught by using role play Strategy and the data of the students' speaking ability taught without using role play strategy and they are as follows:

TABLE IV. I
The Score of the Students' Speaking Ability of the Second Year
At MAN Selat Panjang

No	Experimental group		No	Control group	
	Pre-test	sPost-test		Pre-test	Post-test
1	52	64	1	46	46
2	52	62	2	44	46
3	46	62	3	46	50
4	48	64	4	44	48
5	48	62	5	46	48
6	48	62	6	48	50
7	52	58	7	46	50
8	52	58	8	48	46
9	48	56	9	54	52
10	52	56	10	54	56
11	52	64	11	56	52
12	52	56	12	50	48
13	52	60	13	44	48
14	52	62	14	46	56
15	50	72	15	46	52
16	50	66	16	46	48
17	50	66	17	42	48
18	48	64	18	46	54
19	56	66	19	46	50
20	56	68	20	48	54
21	52	60	21	56	56
22	56	64	22	54	56
23	54	64	23	58	54
24	54	62	24	58	52
25	54	66	25	56	56
26	54	60	26	58	60
27	56	58	27	56	54
28	54	68	28	56	60
29	59	58	29	56	54
30	56	60	30	58	60
Total	1567	1868	Total	1514	1564

To gain the data from the test, there was a script test given to five groups that consisted of 30 respondents in this research. From the test, it was obtained that the lower score was 42 and the higher score was 72. The mean was 62.2667. The data were obtained from the research by using SPSS. The following steps how to get the result data based on SPSS 16.0 for windows-statistical software are:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Descriptive Statistics*, and click *Frequencies*.
3. From the menu click your variables, and press the narrow button.
4. From the analysis setting, click *Statistics* that will show *frequencies: statistics*, it is consisted of four analysis group:
 - a. *Percentile Values*, click *Quartiles* and *Percentiles (s)*.
 - b. *Central Tendency*, click Mean, Mode, and Sum.
 - c. *Dispersion*, click Std. deviation, Variance, Range, Minimum, Maximum, and S.E. mean.
 - d. *Distribution*, click Skew ness and Kurtosis, and then click continue.
5. From the *Charts* analysis setting, click *Histogram with normal curve*, and click continue.
6. From the *Format* analysis setting, at *Order by* menu click *Ascending Values*, at *Multiple Variables* click *Compare Variables*, and then click continue.

C. The Data Analysis.

The result of the test from the experimental and control group can be seen in the following table:

		Statistics			
		Before	After	Ctrlbefore	Ctrlafter
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		52.1667	62.2667	50.4000	52.1333
Std. Error of Mean		.56341	.71588	.98448	.76674
Median		52.0000	62.0000	48.0000	52.0000
Mode		52.00	62.00 ^a	46.00	48.00
Std. Deviation		3.08593	3.92106	5.39220	4.19962
Variance		9.523	15.375	29.076	17.637
Skewness		.006	.271	.180	.313
Std. Error of Skewness		.427	.427	.427	.427
Kurtosis		-.374	-.103	-1.670	-.781
Std. Error of Kurtosis		.833	.833	.833	.833
Range		13.00	16.00	16.00	14.00
Minimum		46.00	56.00	42.00	46.00
Maximum		59.00	72.00	58.00	60.00
Sum		1565.00	1868.00	1512.00	1564.00
Percentiles	25	50.0000	59.5000	46.0000	48.0000
	50	52.0000	62.0000	48.0000	52.0000
	75	54.0000	64.5000	56.0000	56.0000

a. Multiple modes exist. The smallest value is shown

Based on the table above, we can see that mean score of experimental group after having treatment was (62.26), and standard deviation was (3.921). If we compare with before treatment score was mean (52.16), and standard deviation was (3.085). It means that the experimental after is better than before. In control group after, had mean was (52.13), and standard deviation was (4.199). When we compare with control before, mean was (50.40), and standard deviation was (3.085). It means that the control after is better than before.

Table. IV.3
The Frequency Distribution of Speaking ability Test in Experimental Group

Before					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46.00	1	3.3	3.3	3.3
	48.00	5	16.7	16.7	20.0
	50.00	3	10.0	10.0	30.0
	52.00	10	33.3	33.3	63.3
	54.00	5	16.7	16.7	80.0
	56.00	5	16.7	16.7	96.7
	59.00	1	3.3	3.3	100.0
Total		30	100.0	100.0	

From the table 1V.3, about the frequency distribution of experimental before shows the output from 30 respondents, the valid percent at interval 46 was

3.3%, at interval 48 was 16.7%, at interval 50 was 10%, at interval 54 was 16.70%, at interval 56 was 16.70%, at interval 59 was 3,3%.

Table. 1V. 4

The Frequency Distribution of speaking ability Test in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56.00	3	10.0	10.0	10.0
	58.00	4	13.3	13.3	23.3
	60.00	4	13.3	13.3	36.7
	62.00	6	20.0	20.0	56.7
	64.00	6	20.0	20.0	76.7
	66.00	4	13.3	13.3	90.0
	68.00	2	6.7	6.7	96.7
	72.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

From the table 1V.4, about the frequency distribution of experimental before shows the output from 30 respondents, the valid percent at interval 56 was 10.0%, at interval 58 was 13.3%, at interval 62 was 20%,%, at interval 66 was 13.3%, at interval 68 was 6.7% and at interval 72 was 3.3%.

Table IV.5
The Frequency Distribution of speaking ability Test in
Control Group

		Ctrlbefore			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42.00	1	3.3	3.3	3.3
	44.00	3	10.0	10.0	13.3
	46.00	9	30.0	30.0	43.3
	48.00	3	10.0	10.0	53.3
	50.00	1	3.3	3.3	56.7
	54.00	3	10.0	10.0	66.7
	56.00	6	20.0	20.0	86.7
	58.00	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

From the table 1V.5, about the frequency distribution of control before shows the output from 31 respondents, the valid percent at interval 42 was 3.3%, at interval 44 was 10.0%, at interval 46 was 30%, at interval 48 was 10%, at interval 50 was 3.3%, at interval 54 was 10%, at interval 56was 20%. And at interval 58 was 13.3%

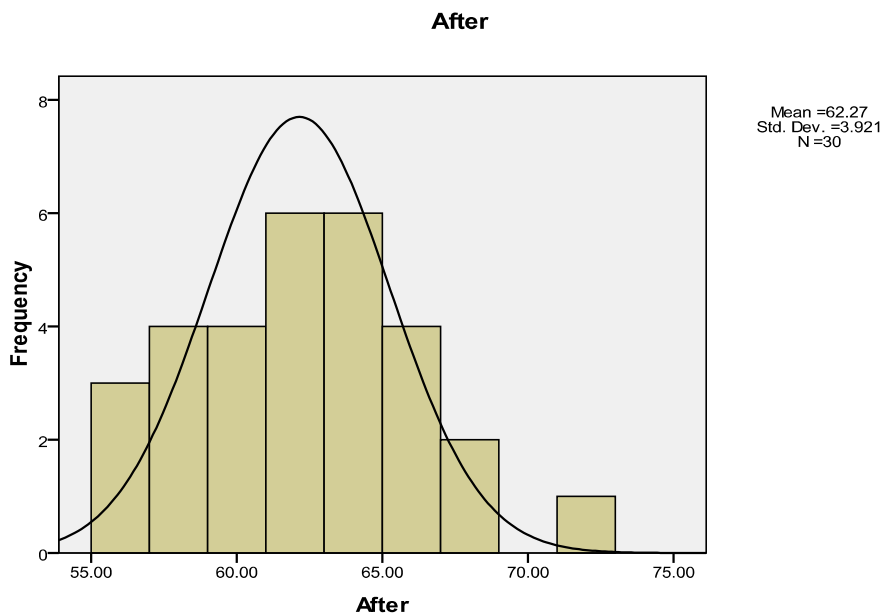
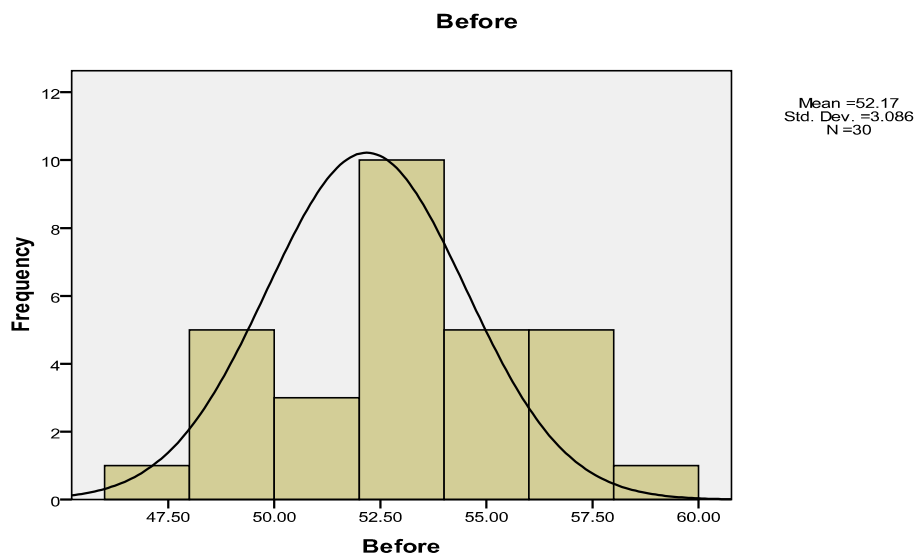
Table IV.6
The Frequency Distribution of speaking ability Test in
Control Group

		Ctrlafter			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46.00	3	10.0	10.0	10.0
	48.00	6	20.0	20.0	30.0
	50.00	4	13.3	13.3	43.3
	52.00	4	13.3	13.3	56.7
	54.00	5	16.7	16.7	73.3
	56.00	5	16.7	16.7	90.0
	60.00	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

From the table 1V.6, about the frequency distribution of control before shows the output from 30 respondents, the valid percent at interval 46 was 10.0%, at interval 48 was 20.0%, at interval 50 was 13.3%, at interval 54 was 13.3% at interval 54 was 16.7%, at interval 56 was 16.7%. at interval 60 was 10%.

To know more about using Role play strategy method (experimental group) result given to the 30 respondents of the second year students' at MAN Selat Panjang, the writer gives the following histogram

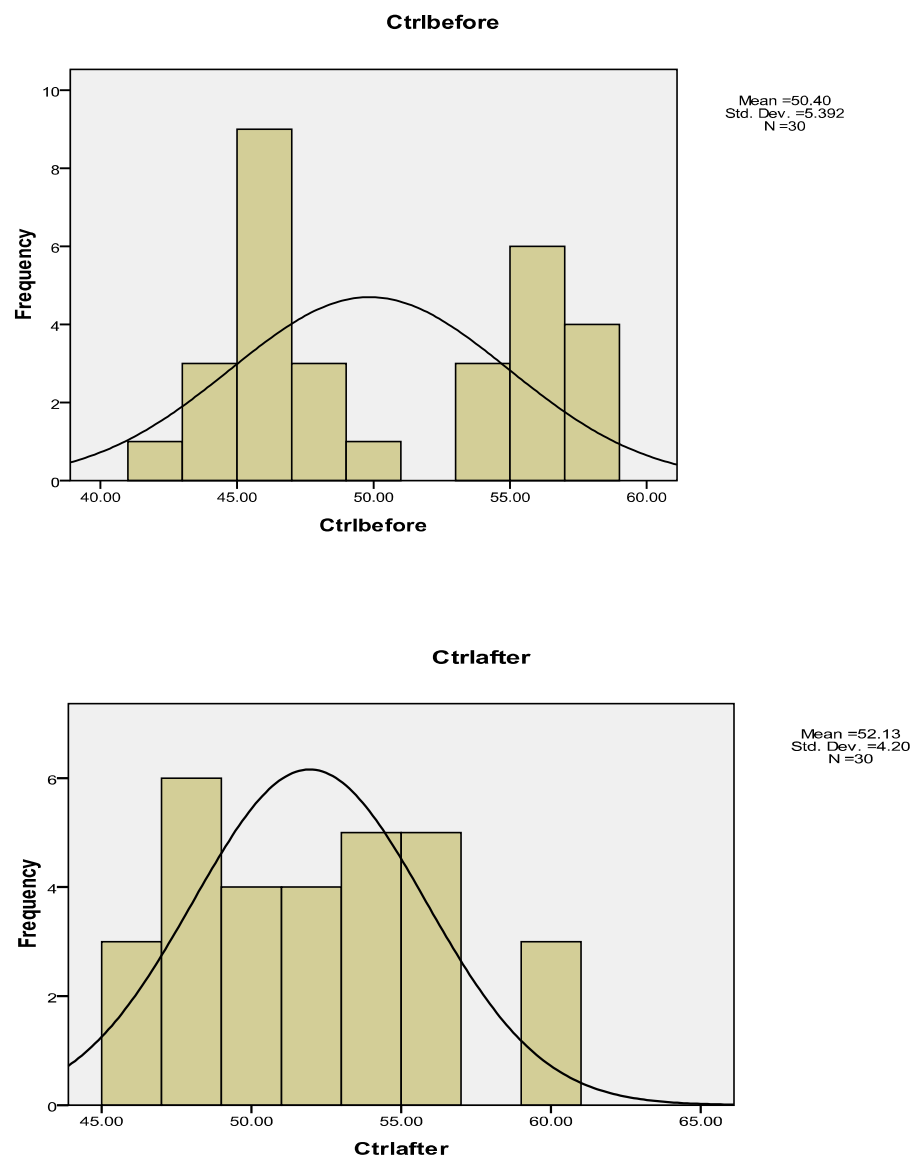
Histogram of Experimental group



Based on histogram above, we can see that mean score of experimental group after having treatment was (62.27), and standard deviation was (3.921). If

we compare with before treatment score was mean (52.17), and standard deviation was (3.086). It means that the experimental after is better than before.

Histogram of Control group



In control group after, had mean was (52.12), and standard deviation was (4.20). When we compare with control before, mean was (50.40), and standard deviation was (5.392). It means that the control after is better than before.

Validity of the Test

Every test, either it is a short, informal classroom test or a public examination should be a valid as the test constructor can make it. The test must aim to provide a true measure of the particular skill which is intended to measure.

Heaton said, "The validity of the test is the extent to which it measures what it is supposed to measure and nothing else²." There are three kinds of validity that consist of content validity, construct validity, and empirical validity. Knowing that the validity can be a unity (1.0), it then becomes theoretical upper limit of the validity coefficient then it is (1.0). It means that the test is valid.

Grant Henning said that validity in general refers to the appropriateness of a given test or any of its component parts as a measure of what it is supposed to measure³. A test is said to be valid to the extent that it measures what it is supposed to measure. Any given test then may be valid for some purposes, but not for others. The matter of concern in testing is to ensure that any test employed is valid for the purpose for which it is administered. For most empirical kinds of validity, reliability

² JB. Heaton, Op. cit. p. 159

³ Grant Henning, G. *Language Testing*. (Los angeles.1987), p. 89.

is necessary but not sufficient condition for validity to be present. Stated in another way, it is possible for a test to be reliable without being valid for a specified purpose, but it is not possible for a test to be valid without first being reliable.

Reliability

A test must first be reliable, as measuring instrument. Reliability is a necessary characteristic of any good test⁴. Heaton explains that reliability is primary importance in the use of both public achievement and proficiency test and classroom test.

There are some factors affecting the reliability of a test, they are:

1. The extent of the sample of material selected for testing.
2. The administration of the test, clearly this is an important factor in deciding reliability.

Grant Henning said that reliability is thus a measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of a particular examination⁵. If reliability is associated with accuracy of measurement, it follows that reliability will increase as error of measurement is made to diminish. We actually quantify reliability so that we can be aware of the amount of error present in our measurement and the degree of confidence possible in scores obtained from the test.

⁴ Heaton. Op.Cit. p. 162.

⁵ Grant henning. Op. Cit, p. 74.

To know the reliability of the test, we must know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpha. The following steps how to get the result data based on SPSS 16.0 for windows-statistical software are:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Scale*.
3. From the menu click your variables, and press the narrow button.
4. From *statistics*, click item and scale, at inter-item; click correlation, at summaries; click means and correlation, and then click *ok* to end this process and you will see the output data of SPSS automatically.

Table IV.7

Case Processing Summary			
		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha ^a	Cronbach's Alpha Based on Standardized Items ^a	N of Items
-.1690	-.680	4

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
114.4333	23.978	4.89675	4

a. The Reliability of Test

Number items	4
Mean	114.4333
Standard deviation	4.89675
Cronbach's Alpa	-.1690

The score obtained compare to r table of product moment that the degree of freedom is 60 " r " product moment at level 5% is 0.250 and 1% is 0.325. The score obtained of Cronbach's Alpa was 1.013 higher then r table whether 5% and 1% ($0.250 < 1.690 > 0.325$). It means that the test was reliable.

Paired Sample t-test

When the samples are dependent, a special t test for dependent mean is used.

This test employs the difference in values of the matched pairs. The hypothesis is:

$$\begin{array}{l} \text{Two-tailed...left-tailed...right-tailed} \\ H_0 : \mu_D = 0, H_0 : \mu_D \geq 0, H_0 : \mu_D \leq 0 \\ H_1 : \mu_D \neq 0, H_1 : \mu_D < 0, H_1 : \mu_D > 0 \end{array}$$

Where μ_D is the symbol for the expected mean of the difference of the matched pairs, where the observed value is the mean of the differences, the expected value μ_D is zero if the hypothesis is $\mu_D = 0$. the standard error of the difference is the standard deviation of the difference, divided by the square root of the sample size. Both populations must be normally or approximately normally distributed. The following steps how to get the result data based on SPSS 16.0 for windows-statistical software are:

Open the students test file.

1. From the menu of SPSS, click *Analyze* and then click sub menu *Compare Means*, and click *Paired-Samples T Test*.
2. From the menu click your variables, and press the narrow button, and then click *ok* and then click *ok* to end this process and you will see the output data of SPSS automatically.

Table IV.8

The Data from Paired Sample t test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	52.1667	30	3.08593	.56341
	After	62.2667	30	3.92106	.71588

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Before & After	30	.842	0.03

Analysis out put SPSS 16.0

Paired Samples Test

		Paired Differences				T	Df	g(2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Before – After	-10.1000	5.0818107	.92767	-3.21330	-11.99730	-10.887	29	.000

1. *Out put Paired Samples Statistics* shows mean before 52.1677, and after 62.667, while N of two samples are 30. The Standard of Deviation before are showed 3.08593 and after are showed .3.92106. The Mean standard error before are showed 56341, and after are showed 71588.

2. *Out put Paired Samples Correlation* shows correlation between before and after, where correlation obtained are 0.842 and samples significant are 038. The probability assumption are:

- a. If the probability > 0.05 the null hypothesis can be accepted.
- b. If the probability < 0.05 the null hypothesis cannot be accepted.

So, because samples significant 0.03 smaller than 0.05. Its mean the null hypothesis cannot be accepted.

3. *Output Paired Sample T Test* shows analysis result by using t test. Where t test compare between t_0 (t observation) and t_t (t table). The score obtained of t_0 was 10.887 higher then t table whether 5% and 1% ($2.04 < 10.887 > 2.75$). It means that the null hypothesis cannot be accepted. The probability assumption are:

- a. If the probability > 0.05 the null hypothesis can be accepted.
- b. If the probability < 0.05 the null hypothesis cannot be accepted.

Based on the result of Paired Sample t-test by using SPSS above, the t test sign is. $< \alpha (0.00 < 0.05)$ H_0 cannot be accepted and H_a can be accepted⁶. From the data above teaching speaking by using Role play strategy got effect toward students' speaking ability.

After calculating the degree of freedom above, we know that the degree of freedom is 30. The t-table at 5% grade of significant is 2.04; while in the level of

⁶ Hartono, *Analisis Data Statistika dan Penelitian (SPSS 16.0)*. (Yogyakarta.2008).p. 151 et seqq

significant 1% are 2.75. So the writer can conclude that t_0 is higher than t-table 5% and 1%. It can be read that $2.04 < 10.887 > 2.75$.

The score above shows that the alternative hypothesis can be accepted and it means that there is significant effect of Role play strategy toward speaking ability of the second year at MAN Selat Panjang

3. The Data from Questionnaires

The data of the factor that influence students speaking ability, the data will be presented consecutively in the form of the tables they are as follow:

Table IV.9
I Like To Speak English during English Class

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
1	I like to speak English during English class	60	10	10	15	11	14
Percentage		100	16.66%	16.66%	25%	18.33%	23.33%

From the table above we can see that the students tend to choose sometimes to show they habit that they like to speak English during English class, it can be seen from the highest score F:15 (25%)

Table IV.10
I Learn English Lesson to Make Speaking Well

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
2	I learn English lesson to make speaking well	60	15	8	16	9	12
Percentage		100	25	13.33	26.66	15	20

From the table above we can see that the students tend to choose sometimes to show they habit that they learn English to make speaking well, it can be seen from the highest score F:16 (26.66%)

Table IV.11
I Speak English In Front Of the Class Confidently

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
3	I speak English in front of the class confidently	60	11	8	13	21	7
Percentage		100	18.33%	13.33%	21.66%	35%	21.21%

From the table above we can see that the students tend to choose seldom to show they habit that they speak English in front of the class confidently, it can be seen from the highest score F:21 (35%).

Table IV.12
I Speak English When My Friend Also Speak English

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
4	I speak English when my friend also speak English	60	8	10	12	20	10
Percentage		100	13.33%	16.66%	20%	33.33%	16.66%

From the table above we can see that the students tend to choose seldom to show they habit that they speak English when them friend also speak English , it can be seen from the highest score F:20 (33.33%).

Table IV.13
I Speak English either In or out of the Classroom

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
5	I speak English either in or out of the classroom	60	6	8	11	27	8
Percentage		100	10%	13.33%	18.33%	45%	13.33%

From the table above we can see that the students tend to choose seldom to show they habit that they speak English either in or out of the class, it can be seen from the highest score F:27 (45%).

Table IV.14
I Ask the Material to the Teacher When I Don't Understand

NO	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
6	I ask the material to the teacher when I don't understand	60	9	7	9	18	17
Percentage		100	15%	21.21%	15%	30%	28.33%

From the table above we can see that the students tend to choose seldom to show they habit that they seldom ask the material to the teacher when they don't understand, it can be seen from the highest score F:18 (30%)

Table IV.15
I Practice English If I Meet My Friends

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
7	I practice English if I meet my friends	60	6	8	9	23	14
Percentage		100	10	13.33	15	27.27	21.21

From the table above we can see that the students tend to choose seldom to show they habit that they seldom practice English if they meet them friends, it can be seen from the highest score F:23 (27.27%).

Table IV.16
I Am Speaking Seriously

NO	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
8	I am speaking seriously	60	7	8	24	18	3
Percentage		100	11.66%	13.13 %	40%	30%	5%

From the table above we can see that the students tend to choose sometimes to show they habit that they sometimes speak seriously, it can be seen from the highest score F:24 (40%)

Table IV.17
I Am Actively Involve the English Program Conducted By My School

NO	Statement	Total Student	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
9	I am actively involve the English program conducted by my school	60	7	16	20	12	5
Percentage		100	11.66%	26.66 %	33.33%	20%	8.33%

From the table above we can see that the students tend to choose sometimes to show they habit that they actively involve the English program conducted by they school, it can be seen from the highest score F: 20 (33.33%).

Table IV.18
I Pay Attention to the Teacher When Explain the Material.

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
10	I pay attention to the teacher when explain the material.	60	25	10	11	9	5
Percentage		100	41.66%	16.66%	18.33%	15%	8.33%

From the table above we can see that the students tend to choose seldom to show they habit that they always pay attention to the teacher when explain the material, it can be seen from the highest score F: 25 (41.66%)

Table IV 19
The Recapitulation Result of the Questionnaire on the Students Factor
That Influence in Speaking

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
1	I like to speak English during English class	60	10	10	15	11	14
2	I learn English lesson to make speaking well	60	15	8	16	9	12
3	I speak English in front of the class confidently	60	11	8	13	21	7
4	I speak English when my friend also speak English	60	8	10	12	20	10
5	I speak English either in or out of the classroom	60	6	8	11	27	8
6	I ask the material to the teacher when I don't understand	60	9	7	9	18	17
7	I practice English if I meet my friends	60	6	8	9	23	14
8	I am speaking seriously	60	7	8	24	18	3
9	I am actively involve the English program conducted by my school	60	7	16	20	12	5
10	I pay attention to the teacher when explain the material	60	25	10	11	9	5
Total		600	104	93	140	168	95
Percentage		100	17.33	15.5	23.3	28	15.8

From the questionnaire above we can see that generally, (1) students speak English either in or out of the classroom and the students practice English if they meet them friends. (2) Students learn English lesson to make speaking well and pay attention to the teacher when explain the material, statement have in the average point. And students tend to choose seldom to show their habit, it can be seen from the highest score is **168, 28 %**.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Speaking is one of the language skills that should be mastered by the students in English language learning. Speaking English becomes very important in using English for communication. Someone is considered competent in language if he or she is clever to scrutinize, read, and write in and by using language. Speaking is one of the important and essential skills that people must be practiced

Considering the explanation above, English teachers have responsibility as they are demanded to have teaching method in order to solve the problem faced by the students in learning English, like; low vocabulary, feeling shy to speak English, being unconfident, being afraid in making mistakes, etc. There are various methods in teaching speaking that give different ways in learning English, for example, using role play in teaching speaking. The advantages of using Role play strategy are as follows:

- 1) It is energizing.
- 2) Hidden practice (the students practice the language unconsciously).
- 3) It helps the suppressed and illiterate to express their feelings.
- 4) It is simple and low cost.
- 5) It focuses on problems which are very real in nature.
- 6) Student interest in the topic is raised.

- 7) Students are not passive recipients of the instructor's knowledge.
- 8) Role play strategy involves the big sample, so suitable with the big class that has the big sample.

In this research, there are two formulations of the problem; the first formulation is to find out how is the effect of the use of role play strategy toward speaking ability at the second year of MAN Selat Panjang?. After conducting the research, the experimental students speaking ability by using role play strategy in teaching at the second year of MAN Selat Panjang, Meranti is categorized high (62.2667%), It can be analyzed that t_o is higher than t table in either at 5% or 1% grade of significance. It can be read that $(2.04 < 10.887 > 2.75)$. It means that there is significant effect of using role play to toward students speaking ability at the second year MAN Selat Panjang of Meranti Regency.

The second formulation is what factors influences students speaking ability at MAN Selat Panjang there are some factors that influence students speaking ability such as students seldom speak English either in or out of the classroom and the students seldom practice English if they meet them friends it can see from the data 168. 28%. These dominant factors can obstruct speaking ability.

B. The Suggestion

1. Suggestion for the Teacher

- a) The teacher should be creative in selecting the technique that can be used in teaching speaking in order to get better result of students speaking ability.
- b) The teacher should have the ability to guide the students; in order to the students have big motivation in learning English, specially speaking ability.
- c) The teacher should give the students opportunities to share or express their opinions in front of their friends.
- d) The teacher can used role play strategy toward students speaking ability.

2. Suggestion for the Students

- a) The students should pay more attention to the lesson that has explained by the teacher
- b) The students do not be afraid of making mistake when you want to speak, just show up your ability in speaking English.
- c) The students should practice their speaking in order to get better achievement in English lesson.

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APPENDIX A

QUESTIONNAIRES

INTRUCTION:

1. This questionnaire is for the research information only
2. Crossing your answer which is describe you, when your teacher conducting role play in your classroom.
3. Answer these question bellow based on your opinion.
4. Thanks you very much for your kindness in answering the questioners.

Direction:

Choosing one of four statements for answering the questions bellow by using:

Always, Often, Sometime, Never.

1. I like to speak English during English class
A. Always B. Often C. sometimes D. Seldom E. Never
2. I learn English lesson to make speaking well
A. Always B. Often C. sometimes D. Seldom E. Never
3. I speak English in front of the class confidently
A. Always B. Often C. sometimes D. Seldom E. Never
4. I speak English when my friend also speak English
A. Always B. Often C. sometimes D. Seldom E. Never
5. I speak English either in or out of the classroom
A. Always B. Often C. sometimes D. Seldom E. Never
6. I ask the material to the teacher when I don't understand
A. Always B. Often C. sometimes D. Seldom E. Never
7. I practice English if I meet my friends
A. Always B. Often C. sometimes D. Seldom E. Never
8. I am speaking seriously
A. Always B. Often C. sometimes D. Seldom E. Never
9. I am actively involve the English program conducted by my school
B. Always B. Often C. sometimes D. Seldom E. Never
10. I pay attention to the teacher when explain the material.
C. Always B. Often C. sometimes D. Seldom E. Never

APPENDIX B

LESSON PLAN (Experiment Class)

1. INTRODUCTION

- 1.School : MAN Selat Panjang
- 2.Class : XI IPA 1
- 3.Topic : Role plays strategy (theory)
- 4.Skill focus : Speaking
- 5.Time Allocation : 1 x 45
- 6.Material : Script

II. LEARNING OBJECTIVES

By the end of the course, students will be able to

- 1. Students are able to know about the foundation of role play strategy.
- 2. Students are able to understand about the usage of role play strategy.

III. INSTRUCTION ACTIVITIES

Motivating strategies

- a. The teacher choose the topic
- b. The teacher plans the time and the allocation
- c. The teacher explain the learning objectives
- d. Motivating the students by explaining the foundation of the lesson
- e. The teacher provides the use of role play strategy for each meeting

Procedure:

Pre-activities

- 1) Greeting
- 2) Doing classroom activities
- 3) Telling them that is speaking class
- 4) Introduction the topic

5) The teacher introduce the technique will be used in teaching speaking

While activities:

- 1) The teacher divides the students into five groups around five or six person in a group.
- 2) The teacher explain the foundation of role play

Post activities:

- 1) The teacher ask the students about the material that they do not understand
- 2) The teacher give commends about the topic.

IV. EVALUATION :

The students discussed about the material that they did not understand

LESSON PLAN (Experiment Class)

I. INTRODUCTION

School	: MAN Selat Panjang
Class	: XI IPA 1
Topic	: Role plays (indicators of role play strategy)
Skill focus	: Speaking
Time Allocation	: 1 x 45
Material	: Script

II. LEARNING OBJECTIVES :

By the end of the course, students will be able to

- a. Students are able to know about the indicators of role play strategy
- b. Students are able to understand about the usage of role play strategy

III. INSTRUCTION ACTIVITIES

Motivating strategies

- a. The teacher choose the topic
- b. The teacher explain the time and the allocation
- c. The teacher explain the learning objectives
- d. Motivating the students by explaining the indicator of the lesson
- e. The teacher provides the use of role play strategy for each meeting

Procedure:

Pre-activities

- 1) Greeting
- 2) Doing classroom activities
- 3) Telling them that is speaking class
- 4) Introduction the topic about the indicator of role play

While activities:

- 1) The teacher divides the students into five groups around five or six person in a group.
- 2) The teacher explain the indicator of role play
- 3) The teacher ask students to show them expression during role play

Post activities:

- 1) The teacher ask the students about the material that they do not understand
- 2) The teacher give commends about the topic.

IV. EVALUATION :

The students discussed about the material that they did not understand

LESSON PLAN (Experiment Class)

I. INTRODUCTION

School : MAN Selat Panjang
Class : XI IPA 1
Skill focus : Speaking
Time Allocation : 2 x 45
Material : Script

II. LEARNING OBJECTIVES

By the end of the course, students will be able to

- a. Using the utterance of giving opinion.
- b. Responding the utterance of asking opinion.

III. INSTRUCTION ACTIVITIES

Motivating strategies

- a. The teacher choose the topic
- b. The teacher plans the time and the allocation
- c. The teacher explain the learning objectives
- d. Motivating the students by explaining the importer of lesson
- e. The teacher provides the use of role play strategy for each meeting

Procedure:

Pre-activities

- 1) Greeting
- 2) Doing classroom activities
- 3) Telling them that is speaking class
- 4) Introduction the topic
- 5) The teacher introduce the technique will be used in teaching speaking

While activities:

- 1) The teacher divides the students into five groups around five or six person in a group.
- 2) The students are able to use the utterance of giving opinion
- 3) The students are able to respond the utterance of giving opinion.
- 4) The students are able to use the utterance of asking opinion.
- 5) The students are able to respond the utterance of asking opinion.
- 6) The teacher ask students to show them expression during role play
- 7) Teacher ask the students to perform a role play in front of class
- 8) Teacher asks students in group to make conversation about meeting and greeting

Post activities:

- 1) The teacher ask the students about the material that they do not understand
- 2) The teacher give commends about the topic.

IV. EVALUATION

The teacher gives the students the judgments about their role play.

LESSON PLAN (Experiment Class)

I. INTRODUCTION

School : MAN Selat Panjang
Class : XI IPA 1
Skill focus : Speaking
Time Allocation : 2 x 45
Material : Script

II. LEARNING OBJECTIVES :

By the end of the course, students will be able to:

- a. Using the utterance of expressing satisfaction.
- b. Responding the utterance of expressing satisfaction.
- c. Using the utterance of dissatisfaction.
- d. Responding the utterance of dissatisfaction.

III. INSTRUCTION ACTIVITIES

Motivating strategies

- a. The teacher choose the topic
- b. The teacher plans the time and the allocation
- c. The teacher explain the learning objectives
- d. The teacher provides the use of role play strategy for each meeting
- e. Motivating the students by explain the important of material that they used in role play strategy .

Procedure:

Pre-activities

- 1) Greeting
- 2) Doing classroom activities
- 3) Telling them that is speaking class

- 4) Introduction the topic
- 5) The teacher introduce the technique will be used in teaching speaking
- 6) The teacher ask the students to join with their group

While activities:

- 1) The teacher divides the students into five groups around five or six person in a group.
- 2) teacher asks the students to make conversation about the utterance of expressing satisfaction through role play
- 3) The teacher explains to the students the way to utterance of dissatisfaction.
- 4) The teacher ask students to show them expression during role play

Post activities:

- 1) The teacher ask the students about the material that they do not understand
- 2) The teacher give commends about the performance.

IV EVALUATION

The teacher gives the students the judgments about their role play.

LESSON PLAN (Experiment Class)

I. INTRODUCTION

School	: MAN Selat Panjang
Class	: XI IPA 1
Topic	: asking for and giving advice/suggestion.
Skill focus	: Speaking
Time Allocation	: 2 x 45
Material	: Script

II. LEARNING OBJECTIVES :

By the end of the course, students will be able to

- a. Asking someone about their suggestion or advice
- b. Giving the suggestion when someone ask them

III. INSTRUCTION ACTIVITIES

Motivating strategies

- a. The teacher choose the topic
- b. The teacher plans the time and the allocation
- c. The teacher explain the learning objectives
- d. The teacher provides the use of role play strategy for each meeting
- e. Motivating the students by explain the important of material that they used in role play strategy .

Procedure:

Pre-activities

- 1) Greeting
- 2) Doing classroom activities
- 3) Telling them that is speaking class

- 4) Introduction the topic
- 5) The teacher introduce the technique will be used in teaching speaking
- 6) The teacher ask the students to join with their group

While activities:

- 1) The teacher divides the students into five groups around five or six person in a group.
- 2) Asking someone about their suggestion or advice through role play
- 3) Giving the suggestion when someone ask them
- 4) The teacher ask students to show them expression during role play

Post activities:

- 3) The teacher ask the students about the material that they do not understand
- 4) The teacher give commends about the performance.
- 5) teacher asks the students to make conversation about asking for and giving suggestion/advice through role play

IV EVALUATION

The teacher gives the students the judgments about their role play

LESSON PLAN (Experiment Class)

I. INTRODUCTION

School : MAN Selat Panjang
Class : XI IPA 1
Skill focus : Speaking
Time Allocation : 2 x 45
Material : Script

II. LEARNING OBJECTIVES :

By the end of the course, students will be able to:

- a. Asking someone about their information
- b. Giving the information when someone ask them

III. INSTRUCTION ACTIVITIES

Motivating strategies

- a. The teacher choose the topic
- b. The teacher plans the time and the allocation
- c. The teacher explain the learning objectives
- d. The teacher provides the use of role play strategy for each meeting
- e. Motivating the students by explain the important of material that they used in role play strategy .

Procedure:

Pre-activities

- 1) Greeting

- 2) Doing classroom activities
- 3) Telling them that is speaking class
- 4) Introduction the topic
- 5) The teacher introduce the technique will be used in teaching speaking
- 6) The teacher ask the students to join with their group

While activities:

- 1) The teacher divides the students into five groups around five or six person in a group.
- 2) teacher asks the students to make conversation about the utterance of information through role play
- 3) The teacher ask students to show them expression during role play
- 4) Motivate the students by explaining the situation that they used in role play

Post activities:

- 1) The teacher ask the students about the material that they do not understand
- 2) The teacher give commends about the performance.

IV EVALUATION

The teacher gives the students the judgments about their role play

LESSON PLAN (Experiment Class)

I. INTRODUCTION

School : MAN Selat Panjang
Class : XI IPA 1
Topic : agreement and disagreement
Skill focus : Speaking
Time Allocation : 2 x 45
Material : Script

II. LEARNING OBJECTIVES :

By the end of the course, students will be able to:

- a. By the end of the course, students will be able to
- b. Expressing agreement and disagreement in their daily conversation

III. INSTRUCTION ACTIVITIES

Motivating strategies

- a. The teacher choose the topic
- b. The teacher plans the time and the allocation
- c. The teacher explain the learning objectives
- d. The teacher provides the use of role play strategy for each meeting

- e. Motivating the students by explain the important of material that they used in role play strategy .

Procedure:

Pre-activities

- 1) Greeting
- 2) Doing classroom activities
- 3) Telling them that is speaking class
- 4) Introduction the topic
- 5) The teacher introduce the technique will be used in teaching speaking
- 6) The teacher ask the students to join with their group

While activities:

- 1) The teacher divides the students into five groups around five or six person in a group.
- 2) Expressing agreement and disagreement in their daily conversation
- 3) Teacher explain to the students the way to expressing agreement and disagreement
- 4) The teacher ask students to show them expression during role play
- 5) Motivate the students by explaining the situation that they used in role play

Post activities:

- 1) The teacher ask the students about the material that they do not understand
- 2) The teacher give commends about the performance.

IV EVALUATION

The teacher gives the students the judgments about their role play

APPENDIX C

TABLE
THE TABLE OBSERVATION OF ROLE PLAY STRATEGY IN THE
CLASSROOM

Day/Date : 4 Agustus 2010

Observation : I

Class : XI IPA 1 (experiment class)

NO	ITEM OBSERVATION	RESULT OF OBSERVATION	
		Yes	No
1	The teacher comes into the class	✓	
2	The teacher begin speaking in the target language	✓	
3	The teacher arranged the students into groups		✓

4	The teacher asked the students to do conversation/ to talk each other about the topic	✓	
5	The teacher asked students to performance their role play in front of the class about the topic with short talk, in-group.		✓
6	The teacher gives a comment to the students when they have succeeded to doing their role play		✓
7	The teacher control the students when the role play is start		✓
8	The teacher evaluate the students speaking ability that consisted of grammar, fluency, pronunciation, and vocabulary.		✓
Total		3	5
Percentage			

TABLE
THE TABLE OBSERVASION OF ROLE PLAY STRATEGY IN THE
CLASSROOM

Day/Date : 6 Agustus 2010

Observation : II

Class : XI IPA 1 (experiment class)

NO	ITEM OBSERVATION	RESULT OF OBSERVATION	
		Yes	No
1	The teacher comes into the class	✓	

2	The teacher begin speaking in the target language	✓	
3	The teacher arranged the students into groups	✓	
4	The teacher asked the students to do conversation/ to talk each other about the topic	✓	
5	The teacher asked students to performance their role play in front of the class about the topic with short talk, in-group	✓	
6	The teacher gives a comment to the students when they have succeeded to doing their role play		✓
7	The teacher control the students when the role play is start		✓
8	The teacher evaluate the students speaking ability that consisted of grammar, fluency, pronunciation, and vocabulary.		✓
Total		5	3
Percentage			

TABLE
THE TABLE OBSERVATION OF ROLE PLAY STRATEGY IN THE
CLASSROOM

Day/Date : 11 Agustus 2010

Observation : III

Class : XI IPA 1 (experiment class)

NO	ITEM OBSERVATION	RESULT OF OBSERVATION	
		Yes	No
1	The teacher comes into the class	✓	
2	The teacher begin speaking in the target language	✓	
3	The teacher arranged the students into groups	✓	
4	The teacher asked the students to do conversation/ to talk each other about the topic	✓	
5	The teacher asked students to performance their role play in front of the class about the topic with short talk, in-group	✓	
6	The teacher gives a comment to the students when they have succeeded to doing their role play	✓	
7	The teacher control the students when the role play is start	✓	
8	The teacher evaluate the students speaking ability that consisted of grammar, fluency, pronunciation, and vocabulary.	✓	
Total		8	0
Percentage			

TABLE
THE TABLE OBSERVATION OF ROLE PLAY STRATEGY IN THE
CLASSROOM

Day/Date : 13 Agustus 2010

Observation : IV

Class : XI IPA 1 (experiment class)

NO	ITEM OBSERVATION	RESULT OF OBSERVATION	
		Yes	No
1	The teacher comes into the class	✓	
2	The teacher begin speaking in the target language	✓	
3	The teacher arranged the students into groups	✓	
4	The teacher asked the students to do conversation/ to talk each other about the topic	✓	
5	The teacher asked students to performance their role play in front of the class about the topic with short talk, in-group	✓	
6	The teacher gives a comment to the students when they have succeeded to doing their role play	✓	
7	The teacher control the students when the role play is start	✓	
8	The teacher evaluate the students speaking ability that consisted of grammar, fluency, pronunciation, and vocabulary.	✓	
Total		8	0
Percentage			

TABLE

THE TABLE OBSERVASION OF ROLE PLAY STRATEGY IN THE CLASSROOM

Day/Date : 20 Agustus 2010

Observation : V

Class : XI IPA 1 (experiment class)

NO	ITEM OBSERVATION	RESULT OF OBSERVATION	
		Yes	No
1	The teacher comes into the class	✓	
2	The teacher begin speaking in the target language		✓
3	The teacher arranged the students into groups	✓	
4	The teacher asked the students to do conversation/ to talk each other about the topic	✓	
5	The teacher asked students to performance their role play in front of the class about the topic with short talk, in-group	✓	
6	The teacher gives a comment to the students when they have succeeded to doing their role play		✓
7	The teacher control the students when the role play is start	✓	
8	The teacher evaluate the students speaking ability that consisted of grammar, fluency, pronunciation, and vocabulary.	✓	
Total		6	2
Percentage			

TABLE
THE TABLE OBSERVATION OF ROLE PLAY STRATEGY IN THE
CLASSROOM

Day/Date : 25 Agustus 2010

Observation : VI

Class : XI IPA 1 (experiment class)

NO	ITEM OBSERVATION	RESULT OF OBSERVATION	
		Yes	No
1	The teacher comes into the class	✓	
2	The teacher begin speaking in the target language		✓
3	The teacher arranged the students into groups	✓	
4	The teacher asked the students to do conversation/ to talk each other about the topic	✓	
5	The teacher asked students to performance their role play in front of the class about the topic with short talk, in-group	✓	
6	The teacher gives a comment to the students when they have succeeded to doing their role play		✓
7	The teacher control the students when the role play is start		✓

8	The teacher evaluate the students speaking ability that consisted of grammar, fluency, pronunciation, and vocabulary.	✓	
Total		5	3
Percentage			

TABLE
THE TABLE OBSERVATION OF ROLE PLAY STRATEGY IN THE
CLASSROOM

Day/Date : 27 Agustus 2010

Observation : VII

Class : XI IPA 1 (experiment class)

NO	ITEM OBSERVATION	RESULT OF OBSERVATION	
		Yes	No
1	The teacher comes into the class	✓	
2	The teacher begin speaking in the target language		✓
3	The teacher arranged the students into groups	✓	
4	The teacher asked the students to do conversation/ to talk each other about the topic	✓	
5	The teacher asked students to performance their role play in front of the class about the topic with short talk, in-group	✓	

6	The teacher gives a comment to the students when they have succeeded to doing their role play	✓	
7	The teacher control the students when the role play is start		✓
8	The teacher evaluate the students speaking ability that consisted of grammar, fluency, pronunciation, and vocabulary.	✓	
Total		6	2
Percentage			

TABLE
THE TABLE OBSERVATION OF ROLE PLAY STRATEGY IN THE
CLASSROOM

Day/Date : 22 September 2010

Observation : VIII

Class : XI IPA 1 (experiment class)

NO	ITEM OBSERVATION	RESULT OF OBSERVATION	
		Yes	No
1	The teacher comes into the class	✓	
2	The teacher begin speaking in the target language	✓	
3	The teacher arranged the students into groups	✓	
4	The teacher asked the students to do conversation/ to talk each other about the topic	✓	

5	The teacher asked students to performance their role play in front of the class about the topic with short talk, in-group		✓
6	The teacher gives a comment to the students when they have succeeded to doing their role play	✓	
7	The teacher control the students when the role play is start	✓	
8	The teacher evaluate the students speaking ability that consisted of grammar, fluency, pronunciation, and vocabulary.	✓	
Total		7	1
Percentage			

APPENDIX D

TREATMENT 1

ROLE PLAY STRATEGY

Role-playing is a teaching strategy that fits within the social family of models (Lori Jarvis, 2002 : 01). These strategies emphasize the social nature of learning, and see cooperative behavior as stimulating students both socially and intellectually. Role-playing as a teaching strategy offers several advantages for both teacher and student. First, student interest in the topic is raised. Secondly, there is increased involvement on

the part of the students in a role playing lesson. Students are not passive recipients of the instructor's knowledge.

role playing is an aspect of simulation. A whole situation is simulating in the classroom and the participants adopt roles that belong to it. The students in general like any sort of play acting, particularly if it means dressing up as the characters of a story. However, they also like dramatizations of what they take to be "real life" such as between, teacher and students, although what they say may not much resemble what is said in such situation by adult.

According to Djamarah there is some planning in preparation to teach role play to the students. The following describes a method a planning of role play:

1. The teacher should specification the social problem that interesting for student to be studied.
2. Explain to the students what content is about
3. Specifying the student which can or which have the kindness to play its role in front of class.
4. Explaint to audience concerning their role when role play is going on.
5. Give change to the player to discuss a few minute before them play its role
6. Close the role play when the story situations reach stress.
7. Close the role play with class discussion together to solve the problems that happen in the drama.
8. The teacher evaluate and give score the result of role play.

TREATMENT 2

INDICATORS IN USING ROLE PLAY STRATEGY

In this treatment, the students will get the dominant indicators in using role play.
there are:

Teaching procedures of role play strategy in speaking:

1. The teacher should specification the social problem that interesting for student to be studied.

2. Explain to the students what content is about
3. Specifying the student which can or which have the kindness to play its role in front of class.
4. Explain to audience concerning their role when role play is going on.
5. Give change to the player to discuss a few minute before them play its role
6. Close the role play when the story situations reach stress.
7. Close the role play with class discussion together to solve the problems that happen in the drama.
8. The teacher evaluates and gives score the result of role play

TREATMENT 3

This treatment is provided to access the respondents' ability of speaking subject related in using role play strategy. The students are divide into five groups and they are doing those activities. Every group will choose one situation that should be done based on the characters that they are role played.

- “ In the new semester, you are found new friends and new class of course you do not know where is class for every lesson because in this new

semester the school used moving class for new program in that school so how can do you know where is the English class? please ask to your friend to solve this problem to find the English class”

In this case, the students will express their ideas about the situation that they choose to role playing in their groups. They are able to include other ideas in order to the situation are more interesting.

There are some sentences that the students choose in role play:

1. hiii ..How are you?
2. Do you know?
3. Where is I think.....?

TREATMENT 5

This treatment is provided to access the respondents’ ability of speaking subject related in using role play strategy. The students are devided into five groups and they doing an activity. In this treatment, every group is free to choose one situation. Then, they will show how their performance based on their characters that they are role played.



“In ramaddhan month, usually after zhuhur praying one of students who picket that day will give religion speech to another students. Now, you as one of students who give religion speech.

Based on the situation above, both your groups will show your performance to the audience. In order to get best conversation, you should make a good conversation with your groups based on the situation above. There are some sentences that the students choose in role play:

1. What do you think about?
2. What should we do?....we should...
3. My advice is.....

TREATMENT 4

This treatment is provided to access the respondents' ability of speaking subject related in using role play strategy. The students are divided into five groups and

they doing an activity. In this treatment, every group is free to choose one situation. Then, they will show how their performance based on their characters that they are role played.

In this term, every group should choose one situation that approaches the situation in the room.

- In Ramadan month, you as a chief executive of religious in Osis, so you want to make school of Quranic students, to improve our charitable during Ramadan month, so what should you do to inform your friends about your idea to member of OSIS?

There are some sentences that the students choose in role play:

1. What your opinion about?
2. Do you want to complain about something?
3. I am happy enough with it.

TREATMENT 6

This treatment is provided to access the respondents' ability of speaking subject related in using role play. the students are divided into five groups and they are

doing an activity. In this treatment, every group will face the same situation. They will make the conversation about the one situation. The conversation should be interested, in order they have get more score about their performance.

In this term, every group will doing role play based on the characters that they are role played:

- In the new school, you find new friends that you did not know their name and still confused with the situation and regulation in that school. So that, what should you do to know the situation and regulation in that school?

Based on the situation above, both your groups will show your performance to the audience. In order to get best conversation, you should make a good conversation with your groups based on the situation above.

There are some sentences that the students choose in role play:

1. Did you know anything about....
2. Thanks you for the information ...

TREATMENT 7

This treatment is provided to assess the respondents' ability of speaking subject related in using role play. The students are divided into five groups and they doing an activity. In this treatment, every group will face the same situation. They will make the conversation about one situation. The conversation should be interesting, in order they have get more score about their performance.

In this term, every group will doing role play based on the character that they are role played:

- In Ramadan month, the chairmen of OSIS give announcement about (open fasting) together. So every students should come to the school at 5 o'clock.

What do you think about the program that OSIS will do?

Based on the situation above, both your groups will show your performance in front of audience.

There are some sentences that the students choose in role play:

1. Wouldn't you agree (with)..?
2. I agree (with you)
3. I disagree

TREATMENT 8

In this treatment, the students will evaluate of their activities during the first treatment into the last treatment. Then, the students will know how their ability in their treatment is. Every group in experiment class will discuss about their treatments. So that, those activities can influence their speaking habitually in the school with their friend

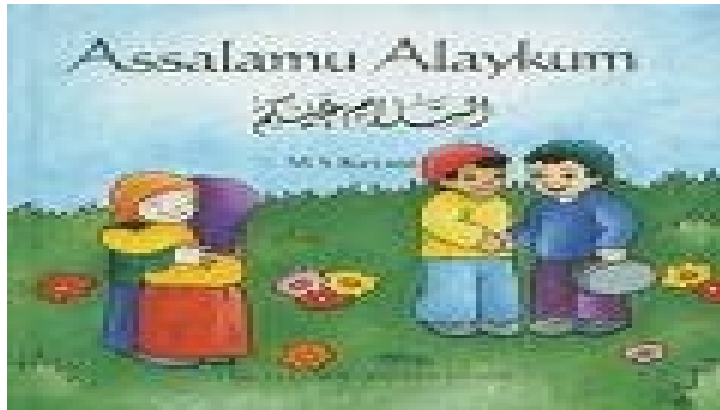
APPENDIX E

PRE - TEST

1. This test is use for scientific research.
2. This is not affecting your grade in certain teacher after doing this research.
3. Thanks for your willingness to cooperative in some activities.

This test is providing to access the respondents' ability of speaking subject related in using role play strategy. The students are dividing into five groups and then they are doing thing activity based on the situations.

In this term, students should do this activity:



- ➔ “It is the first time for you into MAN Selatpanjang. Now you as new students at that school, because you are the new students, you don’t know where the class of every lesson. because MAN Selatpanjang is used moving class program, of course make you confused, Even tough, you didn’t know who can help you, after you explain the problem to your new friend, what are you talking about another conversation?”

The assessment of this speaking related to the speaking components, they are:

1. fluency
2. pronunciation
3. vocabulary
4. grammar
5. comprehension



POST- TEST

4. This test is use for scientific research.
5. This is not affecting your grade in certain teacher after doing this research.
6. Thanks for your willingness to cooperative in some activities.

This test is providing to access the respondents' ability of speaking subject related in using role play strategy. The students are dividing into five groups and then they are doing thing activity based on the situations.

In this term, students should do this activity:



- ➔ “In the class, you find many students around you, you didn't know anyone from your friend there that can help you to solve the problem that you have, example here you have problem in your lesson, you do not understand with the lesson that was given by the teacher, so what you're doing to solve your problem? Even tough, you didn't know who can help you, after you explain the problem to your friend, what are you talking about another conversation?”

The assessment of this speaking related to the speaking components, they are:

1. fluency
2. pronunciation
3. vocabulary
4. grammar

5. comprehension

APPENDIX F

TABLE
The Score of the Students' Speaking Ability of the Second Year
At MAN Selat Panjang

No	Experimental group		No	Control group	
	Pre-test	Post-test		Pre-test	Post-test
1	52	64	1	46	46
2	52	62	2	44	46
3	46	62	3	46	50
4	48	64	4	44	48
5	48	62	5	46	48
6	48	62	6	48	50
7	52	58	7	46	50
8	52	58	8	48	46
9	48	56	9	54	52
10	52	56	10	54	56
11	52	64	11	56	52
12	52	56	12	50	48
13	52	60	13	44	48
14	52	62	14	46	56
15	50	72	15	46	52
16	50	66	16	46	48
17	50	66	17	42	48
18	48	64	18	46	54
19	56	66	19	46	50
20	56	68	20	48	54
21	52	60	21	56	56
22	56	64	22	54	56
23	54	64	23	58	54
24	54	62	24	58	52
25	54	66	25	56	56
26	54	60	26	58	60
27	56	58	27	56	54
28	54	68	28	56	60
29	59	58	29	56	54

30	56	60	30	58	60
Total	1567	1868	Total	1514	1564

APPENDIX H

THE TABLE OBSERVATION RECAPITULATION OF ROLE PLAY STRATEGY IN THE CLASS

NO	ITEM OBSERVATION	RESULT OF OBSERVATION	
		Yes	No
1	The teacher comes into the class	8	-
2	The teacher begins speaking in the target language	8	-
3	The teacher arranges the students into groups	8	-
4	The teacher asks the students to do conversation/ to talk each other about the topic	5	3
5	The teacher asks students to speak in front of the class about the topic with short talk, in group.	8	-
6	The teacher gives a comment to the students when they have succeeded to doing their role play	4	4
7	The teacher controls the students when the role play is star	5	3
8	The teacher evaluates the students speaking ability that consisted of grammar, fluency, pronunciation, and vocabulary.	6	2
Total		52	12

Percentage	86,66%	20%
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